TEACHERS as advisors

Implementation Guide & Curriculum Framework

south dakota
DEPARTMENT OF EDUCATION
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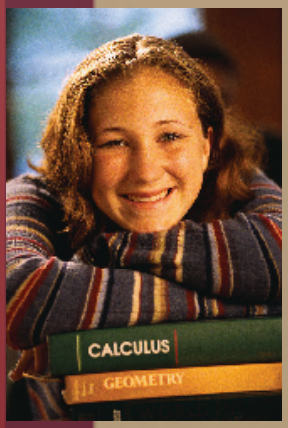

T E A C H E R S

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A D V I S O R S

Implementation Guide and Curriculum Framework

2007

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ACKNOWLEDGMENTS

The South Dakota Department of Education would like to thank the many organizations across the state and country whose programs we have directly borrowed from and adapted to create this statewide model. Please accept our gratitude for your work, which made our job easier.

The Teachers As Advisors Committee wishes you the best of luck in implementing Teachers As Advisors in your school district. We have tried to include in this Guide the most relevant information, guidelines, and materials for school districts that wish to implement Teachers As Advisors. In your journey to implement this Framework, let us know what worked and what didn't work for you. We would also be interested in any new materials or strategies that you used in addition to the Guide. Please send this information to:

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The Teachers As Advisors Implementation Guide is intended to be a “menu” for school districts to use in designing a local Teachers As Advisors program. It is available in Microsoft Word on the South Dakota Department of Education’s Teachers As Advisors website, http://doe.sd.gov/octe/taa/index.asp. Using this website, you can download the forms you need and work with your school team to adapt them to fit your program.

INTRODUCTION TO TEACHERS AS ADVISORS

TEACHERS AS ADVISORS OVERVIEW AND RATIONALE

What if…

<u>Every student</u> in our schools knew that someone – a staff member – really cared about him/her?

<u>All students</u> had educational, career and personal goals toward which they were working and could see their courses as useful in reaching these goals?

<u>All parents</u> personally knew someone at school whom they could call – who really knew their child – and how well they were doing?

<u>All school staff</u> had the opportunity to develop close connections and mentoring relationships with a small group of students throughout their middle/high school years?

These "what ifs", if realized, could make school a more rewarding place for everyone.

Research shows a positive culture within a school can connect students to learning. Such things as a safe and respectful environment, supportive and personalized learning experiences, and personal relationships allow students to develop a connection with the school and attain educational success. They can also help reduce at-risk behaviors and drop-outs. An effective Teachers As Advisors program can provide these elements and allow students to succeed.

> "Students need to feel safe first (both physically and psychologically) feel like they belong, feel respected, and feel cared about to be successful in school". *The Advisory Guide*

The Teachers As Advisors program ensures that each student belongs to a group. Students are in the same group starting with their first year of high school and culminating upon graduation. This creates a familiarity among the students and a sense of belonging. Additionally, an atmosphere of trust and respect is built among the group members and the advisor.

A goal of Teachers As Advisors is personalization. Through an ongoing mentor relationship with a teacher-advisor, students will develop important interpersonal skills that will help them cope with the rigors of high school life. The Teachers As Advisor program gives the teacher/advisor the time to build a relationship that promotes student success and assures that No Child is Left Behind.

A Teachers As Advisors Program:

- Organizes career development into a manageable time frame and team effort.
- Ensures consistent curriculum exposure for all students.
- Provides opportunity for shared responsibility for career, personal-social, and academic development by including parents, students, teachers, and counselors.
- Enables students to gain skills and the background necessary to make good educational and career decisions.
- Increases students' choices and access to jobs and post-secondary education through adequate knowledge…OPTION awareness.
- Encourages students to set career/educational goals and construct a plan to meet those goals.
- Improves relations between school, parents, business, industry and other community members.

Teachers As Advisors, Oklahoma

BENEFITS OF A TEACHERS AS ADVISORS PROGRAM

Benefits to Students

- Students get more frequent one-on-one guidance than is possible with the typical school's high ratio of students to counselors.
- Students are much more likely to have a clear focus for their future and a plan for getting there.
- Students take higher-level academic courses, including advanced placement, and a concentration of career technical courses beyond the core.
- Students do not waste their electives. Instead, they fill them with those courses most likely to help them reach their career and education goals.
- Students see a connection between their classes and future goals.
- Students experiencing problems have the benefit of more timely help when they have a mentor who is keeping track of their progress. As a result, student performance improves.

Benefits to Parents

- Parents become more involved as a result of an annual meeting with their student and the advisor.
- Parents know there is someone at the school with a strong interest in their child and they feel they have a contact they can call.
- Parents have a better understanding of the courses their child will need in high school to prepare them for post-secondary education or for a career.

Benefits to Teachers

- Teachers have a much better understanding of graduation requirements and of all the school's offerings.
- Teachers develop strong bonds with their advisees that continue long after graduation.
- Teachers learn how to work as part of a team.
- Teachers see students from a different perspective that helps them understand how to structure classroom instruction to each student more effectively.

Career Development Program Manual, 2005

CHARACTERISTICS OF A SUCCESSFUL TEACHERS AS ADVISORS PROGRAM

- Clearly stated goals for the program
- Focus on student competencies defined by the school's guidance and counseling education plan
- Endorsement by the school administration
- Shared ownership and commitment to the program
- Planned implementation
- Professional development for staff
- A clear definition of participants' roles
- Appropriate allocation of space
- Regularly scheduled program delivery
- Activities that facilitate the learning process and recognize the needs of all students
- Procedures to help students who have IEPs and transition plans to develop appropriate personal learning plans and to understand the link between them
- Promotion of student accountability
- Planned involvement of parents and members of the community
- Timely and regular review of the program

The Teacher-Advisor Program – A Guide to Implementation

FIVE KEY ELEMENTS OF SUCCESSFUL TEACHERS AS ADVISORS PROGRAMS

Purpose

Successful advisory programs have a clearly defined purpose or purposes that all stakeholders understand and support. There are many different purposes an advisory program can be designed to meet and therefore no two advisory programs will look alike. Each individual school must determine what it values and what it hopes to foster for its students. Listed below are some commonly stated purposes of advisory programs, each of which can foster personalization of a student's school experience.

- To advise students about academic decisions and monitor academic achievement
- To provide developmental guidance (both formal and informal)
- To foster communication between the home, school, and among members of the school community
- To encourage supportive peer relationships and practice conflict resolution
- To promote an awareness of diversity and tolerance
- To undertake community service both within and outside the school
- To facilitate community governance and conversations
- To prepare students for life transitions including career development and post-secondary opportunities
- To promote character development and explore moral dilemmas
- To explore the process of group development.

Organization

How an advisory program is structured has a significant impact on how personalized the advisory experience will be. Successful advisory programs organize themselves in ways that allow the stated purposes of the program to be met. In organizing/re-organizing an advisory program, four interlinked areas must be considered: people and size, time and space, professional development and support, and student ownership.

Advisory Program Content

The content of an advisory program will vary based on the purposes to be achieved, on the nature of the school, and on individual advisors. It may be organized around essential questions, themes, or skills. It may be consistent across advisories or vary based on an advisor's knowledge of his/her advisees. Advisors may follow a common curriculum, pick and choose from an advisory handbook, or organize their own activities to personalize the advisory experience. Routines, that both the advisor and advisees can count on to structure their experience together, are important.

Assessment

Successful advisory programs are assessed at several levels to determine if the purposes of the program are being met, to determine if participants are meeting expectations, and to measure other advisory program-specific outcomes. These levels include: individual students/advisees; individual advisors; advisory groups as a whole; the overall advisory program; and the school and program leadership. The exact means of assessment will vary across schools as will the accountability mechanisms put in place.

Leadership

Successful advisory programs have strong leadership where an individual or team within the school community is charged with designing, implementing, overseeing, supporting, and assessing the program. Essential among the duties of the leadership are creating buy-in among community members and ensuring that advisors have adequate training, resources, and support. Proactive leadership is vital to avoiding or overcoming common barriers to successful program implementation.

The Power of Advisories

IMPLEMENTATION

TEACHERS AS ADVISORS IMPLEMENTATION PROCESS

1. Organize

As planning gets underway, reflect on these questions:

_____ 1. Is there support from administration, the guidance staff, teachers, parents, and the school board for the Teachers As Advisors Program?
_____ 2. Has a Project Coordinator been assigned?
_____ 3. Has a budget been designated?
_____ 4. Has a steering committee been formed for the purpose of putting together the structure and curriculum?
_____ 5. Has a suggested timeline for implementation been determined?

2. Plan

In this phase, you are researching the answers to these questions “What do we want the Teachers As Advisors program to look like in our school?” and “Who is responsible for what areas of the Program?”

_____ 1. Seek input from parents, faculty, and administration through surveys and conversations.
_____ 2. Conduct a needs assessment to validate need for the program.
_____ 3. Communicate the assessment results to parents, teachers, students, and the administration.
_____ 4. Determine overall program goals and specific grade level goals.
_____ 5. Review the State Implementation Guide and curriculum materials to become familiar with project components.
_____ 6. Visit with other schools who have implemented Teachers As Advisors.
_____ 7. Develop an action plan and a timeline for implementation that includes:

- Research
- Visits and/or calls to other schools
- Steering Committee meetings
- Public relations and promotional tasks for fielding questions, communicating design components, and building buy-in with faculty, staff, students, parents, and other community members in the year prior to launching the advisory program and throughout the year.
- Faculty training dates

3. Design

The next step in the implementation process involves identifying and tailoring the components for your school. You will want to think about the big picture – how will the program work? How are you going to communicate the program to administrators, teachers, parents, students, and the community in a way they can understand and support? Once you have decided on your overall approach, you will need to develop the specifics – the Guide for your school, student grouping, curriculum and the program schedule.

_____ 1. Identify components from the State Framework to include in your program plan.
_____ 2. Revise the identified information from the Framework to include in your Guide.
_____ 3. Determine if the Teachers As Advisors program will be implemented in all grade levels.
_____ 4. Determine if all faculty and staff will serve as Advisors.
_____ 5. Determine how students will be grouped – by grade level, career clusters, gender, and/or mixed grades.
_____ 6. Determine the size of groups.
_____ 7. Determine how students will be assigned to advisors.
_____ 8. Determine if students will stay with the same advisors through middle/high school years.
_____ 9. Determine if students will be evaluated or given a grade.
_____ 10. Determine your Advisory schedule: how often will you meet, for how long, and when? Make it a part of the regular school calendar.
_____ 11. Get endorsement of your program plan from administrators and staff.
_____ 12. Identify roles and responsibilities for the Steering Committee, Project Coordinator, Teacher Advisors, and students.
_____ 13. Determine linkages to other school programs such as High Schools That Work, Tech Prep, Senior Projects, Junior Achievement, etc.
_____ 14. Create your calendar.
_____ 15. Plan your staff inservice.
_____ 16. Prepare your plan for review.
_____ 17. Develop a name, logo, or slogan for your program.

4. Implement

When you reach this step, you have already done the hardest work. Before you initiate the Teachers As Advisors program, you will want to assess the need for staff development and carry it out in a systematic and timely way.

The Teachers As Advisors Initiative is a whole middle and/or high school program. A variety of people are going to participate in the program activities.

Training will be critical to achieve the desired results. Training should provide an overview of Teachers As Advisors in general, specific information on the program for your school, roles and responsibilities of project personnel, as well as the entire staff, curriculum content and the program schedule.

_____ 1. Communicate the Teachers As Advisors program design and plan to staff.
_____ 2. Conduct a needs assessment to determine curriculum content.
_____ 3. Access lesson plans and resources to develop a grade level scope and sequence.
_____ 4. Prepare a teacher guide with resources and program information.
_____ 5. Promote the program to students.
_____ 6. Assign faculty and student groups.
_____ 7. Conduct staff inservice on the program structure and curriculum content.
_____ 8. Train new teachers as they enter the district.
_____ 9. Review progress regularly, adjusting expectations and plans as needed.
_____ 10. Take time to celebrate the success of your program!

5. Evaluate

Project evaluation plans were built into the designing step when you examined requirements and procedures for your local program. In this phase, you will need to frame your evaluation based on your goals for the Teachers As Advisors program, as well as student outcomes. Be sure to include an annual review in your evaluation plan.

_____ 1. Goals have been identified for the Teachers As Advisors program.
_____ 2. Student outcomes have been identified.
_____ 3. Program and students results are analyzed.
_____ 4. Student, parent, and teacher follow-up surveys have been conducted.
_____ 5. Program modifications based upon results have been recommended.

PROGRAM IMPLEMENTATION – THE BIG PICTURE

The Teachers As Advisors program will exist within the structure and culture of your school, so it is important to be conscious of that context as you plan. This is one of the many reasons why it will be important for the design team/steering committee to include people who have varied roles.

Starting with the big picture, what is the context for implementation at your school?
An advisory program that is well linked to the school will be connected through the school structures – departments, teams, and the basic units for meeting, planning, mentoring, and coordinating teaching and learning. An advisory program that is linked to the community will build support among parents.

Conversely, a program that is designed outside of these structures will have all the problems of being on the outskirts. The program will have to request, even fight for, time on meeting agendas and have to work very hard to be in sync with classroom life. Clearly, the Teachers As Advisors program will develop more easily, become institutionalized more readily; and be better all-around, if it is established through the structures that are already in place.

Has your design team investigated how advisory fits with the programs and services in your school?
Perhaps there is a role for advisory that would overlap with other school programs? To what extent are there mentoring programs, peer tutoring program, youth leadership opportunities, or career exploration opportunities? Advisory could be where these efforts are initiated or supported if they already exist.

Has your design team investigated how advisory fits with courses?
To what extent are there communication skills classes (maybe in English) or adolescent issue discussions (maybe in guidance or health education)? Is there a role for advisory in these areas or would it overlap with other classes?

To what extent will your advisory program have and use a set curriculum?
Many schools have multiple resources from which advisors pick and choose. Other schools have binders of carefully collected materials. In some places it is understood that “the curriculum of advisory” is really the experiences, interests, values, skills, hopes, and fears of all the individual members.

The South Dakota Framework provides a “menu” from which to choose lessons and resources for both middle and high school programs. Use this framework as a guide to design a program that meets the needs of your students.

IMPLEMENTATION PLANNING GUIDE – SAMPLE 1

STEP 1: AWARENESS

	Task	Response	Person(s) Responsible	Completion Date
1	How will you introduce the concept of the Teachers As Advisor program to your faculty?			
2	What resistance do you think you'll encounter as you introduce the idea of the Teachers As Advisor program?			
3	How will you address that resistance? Who will do this? By when?			
4	What individuals do you need to talk to individually for permission or to bring them on board? Who will talk to them? By when?			

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IMPLEMENTATION PLANNING GUIDE

STEP 2: INTEREST

	Task	Response	Person(s) Responsible	Completion Date
1	Labor Market Presentation to faculty			
2	Core Convictions Presentation to faculty			
3	What resistance do you think you'll encounter as you introduce the labor market trends and core convictions?			
4	How will you address that resistance? Who will do this? By when?			
5	What individuals do you need to talk to individually for permission or to bring them on board? Who will talk to them? By when?			

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IMPLEMENTATION PLANNING GUIDE

STEP 3: PREPARATION
LEADERSHIP

	Task	Response	Person(s) Responsible	Completion Date
1	Will there be an overall Coordinator? If so, who will that person be?			
2	Will there be a Planning Team? If so, who will serve on this team? When will they meet next?			
3	Appoint the Teachers As Advisors Council.			
4	What stakeholder groups exist in your community?	Circle stakeholder groups on the Advisory Council. Brainstorm other groups that exist in your community.		
5	Who might represent each of your stakeholder groups?	Add names to represent each stakeholder group on the Advisory Council.		
6	When will the Teachers As Advisors Council have its first meeting?			
7	Invite people to be members of the Teachers As Advisors Council.			

8	Set agenda for first Teachers As Advisors Council meeting.			
9	Facilitate the first Teachers As Advisors Council meeting.			
10	Who will serve as your grade level coordinators?	Grade / Coordinator		
11	What resistance do you think you'll encounter as you establish your leadership structure for your Teachers As Advisors program?			
12	How will you address that resistance? Who will do this? By when?			
13	What individuals do you need to talk to individually for permission or to bring them on board? Who will talk to them? By when?			

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PLANNING GUIDE – SAMPLE 2

DESIGN CONSIDERATIONS: A DISCUSSION TOOL

Design Options:

- ❑ Duration of advisor-advisee relationship
- ❑ Advisee role and responsibilities
- ❑ Advisor role and responsibilities
- ❑ Parent involvement
- ❑ Community involvement
- ❑ Frequency of advisory meetings
- ❑ Length of advisory meetings
- ❑ Individual vs. group meetings
- ❑ Same age vs. multi-age
- ❑ Master schedule considerations
- ❑ Where will advisories meet?
- ❑ Personalization of advisory space
- ❑ Sharing of advisory space
- ❑ Scheduled professional time dedicated to the advisory program
- ❑ Configurations for training and support
- ❑ Consideration of cultural components
- ❑ Identification of training and support needs
- ❑ Initial and on-going training (what, by whom, how)
- ❑ Resources needed by advisors
- ❑ New and struggling advisor support
- ❑ Observation and assessment of advisors
- ❑ Master contract considerations
- ❑ Budget considerations
- ❑ Additional student roles (e.g., steering committee)
- ❑ Opportunities for empowerment (e.g., school governance, community responsibility)
- ❑ Mentoring possibilities among older/younger students

An initial program and structure for our school, based on the above discussion options:

Description:	
Advantages +	Disadvantages -
Other Considerations:	

http://www.smallschoolsproject.org

PLANNING GUIDE – SAMPLE 3

Organizational Questions to Consider…

Purpose

Before you can begin designing a Teachers As Advisors program, your school needs to agree on the stated purpose of the program. What is missing in your school, and how will an advisory program address those deficits? Agreeing on a purpose for the advisory program is similar in process to agreeing on a school vision—it reflects the ideas, hopes, and wisdoms of the school community and becomes the foundation of everything that follows. You can't make decisions about the organization of an advisory program, its content, how it will be assessed, or what kind of leadership it will have until you know why you want the program in the first place. This section will help you to organize your Teachers As Advisors program once the purpose has been determined.

People and Size

- How many advisees will each advisor have?
- Which adults in the school building will serve as advisors? What characteristics should they possess?
- If some teachers do not serve as advisors, what supportive roles can they take on? Will any advisories be co-facilitated (e.g., first-year teacher with veteran teacher)?
- By what criteria will students be sorted into advisories (e.g., age, grade level, gender, race/ethnicity)?
- By what criteria will individual advisees be assigned to individual advisors (e.g., advise only students you teach, common interests, previous relationship, self-selection, random)?
- Will advisors and advisees be paired for one year or multiple years?
- What will be the specific roles and responsibilities of advisors and advisees?
- How will parents be involved in the advisory program?
- How will community members outside the school be involved in the advisory program?

Time and Space

- How often will advisories meet (e.g., once daily, twice weekly, twice monthly, monthly)?
- How long will advisory meetings be (e.g., brief check-ins, longer activity periods)?
- Will there be time for individual meetings as well as group meetings?
- How will this time fit into the master schedule?

- Where will advisories meet?
- How will advisories be able to personalize their space?
- Will each advisory have its own space?

Professional Development and Support

- How do we create regularly scheduled time for advisors to meet (e.g., time for training, curriculum development, and sharing successes?)
- In what types of configurations can advisors meet for training and support (e.g., clusters, teams, full faculty, pairs)?
- How will we identify the types of training and support advisors need (e.g., group process and development, how to communicate with parents, listening skills, knowing when to refer advisees to others, academic advising)?
- How will initial and ongoing training be conducted and by whom?
- What resources do advisors need (e.g., a program coordinator, curriculum, parent volunteers, assistance of counselors)?
- What additional support will be given to advisors who are new to advising?
- What additional support will be given to advisors who are struggling?
- How will advisors be observed and assessed?
- How will advisory responsibilities be dealt with in the master contract?
- What type of budget will be required for the program?

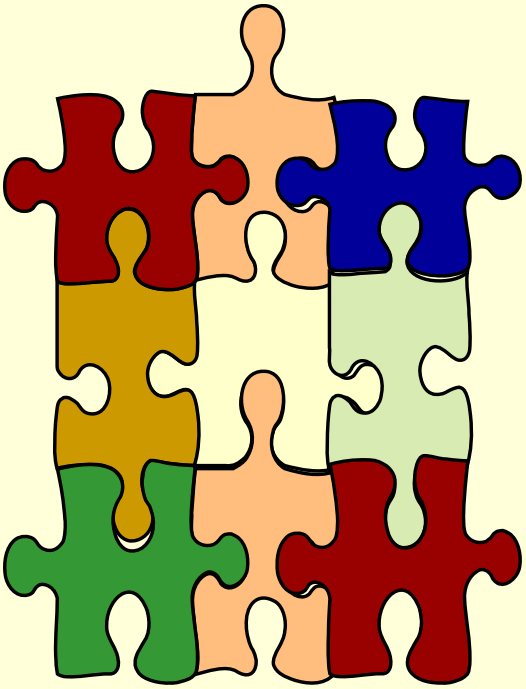
Student Ownership

- What role will students take in creating/overseeing the advisory program?
- How can advisories serve as a vehicle for empowering students (e.g., through school governance, through student-led groups, by taking on a community responsibility)?
- How can students in upper grade advisories mentor students in lower grade advisories?

Statement of Organization:

What key organizational design elements will your advisory program include in order to best support advisors and advisees in meeting the stated purpose(s) of the program?

Putting Together the Teachers As Advisors Puzzle for Your School



1. PROGRAM GOALS
2. ROLES AND RESPONSIBILITIES
3. SCHEDULE
4. STUDENT GROUPS
5. CURRICULUM FRAMEWORK
6. EVALUATION
7. PROFESSONAL DEVELOPMENT
8. STUDENT-LED CONFERENCES
9. LINKING TEACHERS AS ADVISORS WITH OTHER PROGRAMS
10. RESOURCES

THE ADVISORY DESIGN PUZZLE

This section takes each piece of the Advisory puzzle and offers information to guide your design team through its planning. We recommend you start out by creating a rough draft---and then coming back and revisiting each section to make sure that all the pieces fit together forming a complete program.

Three suggestions for the design team to keep in mind:

- Keep asking the questions that connect the vision to the daily reality.
- Remember, no puzzle should be considered finished until all puzzle pieces fit.
- Return to the design questions throughout the first year of implementation (and maybe longer or every few years) for refining.

Consider implementing advisory all at once or in stages. Building buy-in, developing competence, and creating a good program takes time and strategic thinking. What arrangements will be successful at your school?

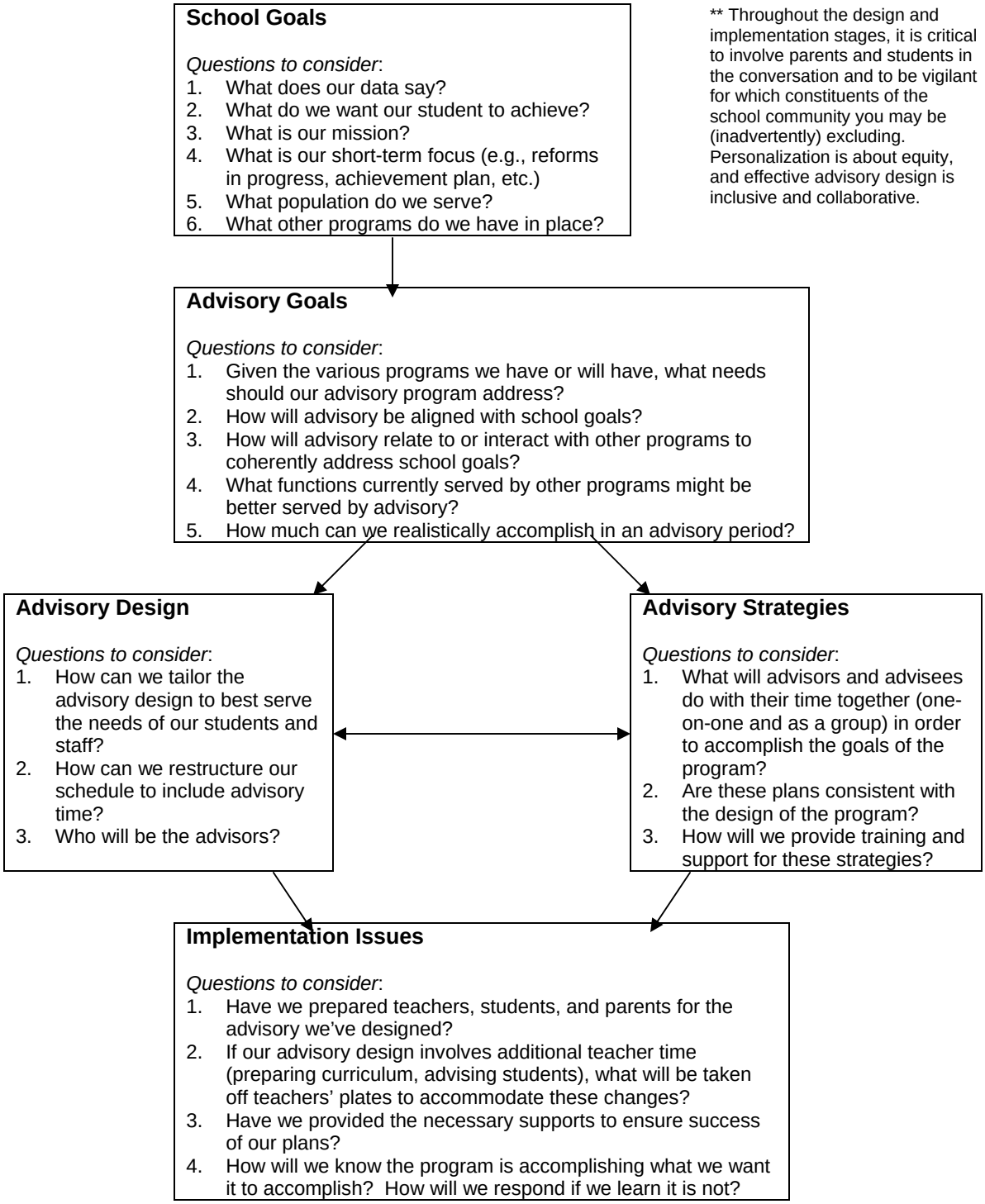
Staging advisory can involve decisions about the frequency of sessions, the length of sessions, and involving the whole faculty and student body or only some grades or career clusters. There are potential advantages and drawbacks with each decision to phase in implementation.

Your program can start with infrequent sessions that become more frequent or start with short sessions, building up to longer advisory meetings over the year. Advantages of phasing in frequency or length include not scaring faculty and alleviating some of the planning. Disadvantages can be not developing a sense of community or having enough time for academic advising.

Phasing in students and faculty – that is, starting with one grade level or career cluster, and adding other grades or clusters the second year – also carries advantages and drawbacks. There will be fewer lessons to plan and fewer advisors to train. This design might mean that advisors have volunteered for the role (rather than being forced into it), and might be able to model and mentor new advisors in the future.

ADVISORY DESIGN SEQUENCE

This worksheet is designed to assist schools in the design of advisories that function within a coherent school program to support higher achievement for all students through increased personalization.



1. PROGRAM GOALS

PROGRAM GOALS

Start with your school's mission. What goals could advisory serve to better achieve that mission? Perhaps your school's mission emphasizes certain character traits, habits of mind, preparation for a specific career field, or building skills for character and/or citizenship. Any of these missions can influence your advisory goals.

Consider your student population. What goals could advisory serve to help them be more successful? Be sure to think about *all* of your students. There may some for whom advisory could make a significant difference in their experience of school.

Following are examples of workable goals for Teachers As Advisor programs. Goals are what you want to accomplish; activities are what you do (action) to accomplish your goals. The activity grows out of the goals.

As you design your Advisory program, keep in mind that some pieces fit well together, some do not. The first step in designing your program is to answer the questions **"Why do we want to have a Teachers As Advisors program in our school?"** The answer(s) to this question sets the stage for total program development.

Use these as a basis of discussion, adapting these to fit your school, or adding new goals.

Goal: Community building among students, promoting a positive peer culture

Goal: Academic advising and coaching

Goal: Preparing students for post-secondary education and a career

As your implementation team considers what the goals will be for your advisory program, there are likely to be specific schedules, professional development needs, and other pieces of the puzzle that will need to be considered. It will be important to do frequent reality tests throughout the design process. Building a habit of asking reality-test questions will help connect the abstract ideas to the concrete tasks. For example, ask yourselves:

- If your goal is career exploration, what kinds of activities and reflections will you need to do and how much time do those exercises take?

- If your goal is improving student's interpersonal skills, what kinds of exercises will be effective, in how much time, and with what training?

- If you are planning to combine students across grades, let's say, grades 9 through 12, what specific exercises and tasks during advisory will take advantage of that mix and still serve each student's needs?

- If you plan to make advisors the primary contact for parents, have you made time for that task? What procedures should be established so advisors get the information they need to be helpful to students and parents? What training, protocols, or coaching might teachers need to communicate effectively with the parent population?

How will advisory coordinators, advisors, and students know that the program is working? Which goals will have observable outcomes? How will those outcomes be measured? These are all important considerations to be built into your master plan.

Goals offer purpose and inspiration. They also will help the design team select content and decide on logistics and many other aspects of the process, so don't leave your goals in a file, bring them into the practical planning conversations, as well as program evaluation.

The Advisory Guide

2. ROLES AND RESPONSIBILITIES

ROLES AND RESPONSIBILITIES

Principal

The principal, with the help of teachers in the school, is responsible for establishing and implementing the Teachers As Advisors program. The principal should:

- Provide encouragement and support for the program.
- Consider establishing a steering committee to initiate, monitor, and maintain the advisory program.
- Communicate the goals and expectations of the advisory program to the school community.
- Assign teachers to be advisors and arrange for changes in student-advisor matches if necessary, in accordance with policy and procedures outlined by the steering committee (or the principal, in the absence of a steering committee).
- Arrange for the training of advisors.
- Arrange for the availability of time and suitable space and facilities for advisors to meet with their students.
- Provide resources to support the program.
- Develop a system to provide advisors with information about students' academic progress.
- Develop a process to correlate exceptional students' annual education plans with their IEPs (including transition plans, where applicable), and ensure that these students have equitable access to career exploration opportunities that reflect goals set out in their annual education plans and IEPs.
- Oversee the communication of information to parents and the arrangements for parental involvement.
- Conduct program reviews as required.

Steering Committee

The steering committee may:

- Help teachers develop a clear statement of the benefits to students of the advisory program.
- Advise on the structure and content of the advisory program.
- Inform staff about existing advisory programs and program models.
- Identify staff needs and provide direction on the training of advisors to address these issues.
- Assist with the development of activities for advisor meetings.
- Coordinate the development and long-term planning of advisor activities.
- Advise on the process for providing support to advisors from guidance counselors, special education staff, and others.
- Devise a process for matching advisors and students.

- Develop a school policy to address requests for changes in student-advisor matches.
- Devise a communication strategy to inform and involve parents.
- Maintain a calendar of events relating to the advisory program.
- Identify resources for the program, including human resources and reference materials.

School Counselor

School counselors coordinate the link between the advisory program and the guidance and career education program. School counselors:

- Provide ongoing support for advisors as they help students develop their annual education plans.
- Help to develop activities that relate to the goals of the guidance and career education program, including interpersonal, student, and career development activities.
- Act as a resource for advisors with respect to the following:
    - The school's guidance and career education program.
    - Guidelines for students to use in course selection.
    - Information and resources relating to university, college, and apprenticeship training programs and career and employment opportunities.
- Act on referrals from advisors.
- Establish links with community agencies as necessary.

Teacher Advisors

Teacher advisors may take an active role, in cooperation with the steering committee, in developing and planning the activities they will undertake with students in their advisor meetings. Advisors' responsibilities fall into the three main areas listed below.

In assisting students with their annual education plans, advisors:

- Help students set goals, develop action plans, and review their plans.
- Help students develop the skills necessary to complete their annual education plans (e.g., self-awareness, goal setting, planning, decision making, time management, research, information management).
- In cooperation with a school counselor, help students access a variety of information sources on post-secondary education and career options.
- In cooperation with special education teachers, help students who have IEPs set goals and action plans that complement and support their IEPs (and, where applicable, their transition plans).
- Help students with their course and option selections.
- Help students prepare for transitions to a new grade, a new school, or their post-secondary destination.

As monitors of academic achievement, advisors:

- Monitor the academic progress of their students closely and refer them to school counselors or other staff if additional or specialized support is needed.
- Must be aware of the referral process in their school and understand the role of school counselors, special education teachers, and staff who may be able to help students with particular problems or needs.
- Review the report cards of each student assigned to them.
- Help students make connections among academic progress, their annual education plans, and their future goals.
- Help students develop the skills required for success in school (e.g., time-management skills, organizational skills, study skills).
- Attempt to know each student in the advisory group on a personal basis.
- Provide an environment for the advisory group that will facilitate a cohesive, supportive, peer group.
- Develop feelings of trust and caring within the advisory group.

As contacts for parents, advisors:

- Communicate with the parents of the students assigned to them at the start of each school year.
- Facilitate communication between home and school and respond to parents' questions.
- Participate in summary reviews of students' annual education plans twice each year with students and their parents.
- Refer parents to subject teacher, guidance counselors, special education teachers, or the principal, as appropriate.

Classroom Teachers

Classroom teachers:

- Communicate with advisors to impart information about students' academic achievement and learning skills and to identify areas in which students need to improve.
- Help students relate the skills and knowledge learned in their subject areas to skills and knowledge required in a variety of educational contexts and careers.
- Help students identify their strengths and offer ideas as to how those strengths might be reflected in their educational and career planning.
- Help develop activities for advisor meetings.

Students

Students are responsible for:

- Attending regularly scheduled advisory sessions.
- Participating actively in advisory sessions.

- Developing, reviewing, and completing their annual education plans.
- Participating in two summary reviews of their annual education plans each year with their advisors and their parents.

Parents

Parental support is a key factor in students' academic success. Parents can help their children by:

- Supporting them in developing, implementing, and reviewing their annual education plans.
- Supporting the advisory program.
- Participating in summary reviews of their children's annual education plans twice each year by providing feedback on the annual education plan form and attending any scheduled conferences.
- Helping them identify their strengths, learning style, interests, talents, skills, and needs.
- Being supportive of their goals, pointing out their strengths and accomplishments, encouraging them to explore the range of alternatives for their future, and encouraging them to ask for help when they need it.

The Advisory Guide

QUESTIONS AND ANSWERS ABOUT ROLES AND RESPONSIBILITIES

If an advisory program is new to your school, the role description for advisors will be clearest if it articulates what the role of an advisor is and is not.

To accomplish the task of defining the advisor's role, the design team can consider the questions below. Understanding one's role is a personal matter, however, so even if the design team has discussed these questions, advisors should have a chance to explore them as well.

How are advisors different from teachers?

This question has encouraged interesting conversations about the different style and pace of being an advisor as compared to being a teacher. It is important for advisors to realize that their first focus is on their advisees, with less pressure to cover content area and administer assessments.

How are advisors different from counselors or school social workers?

This question has generated some of the most important conversations, as teachers consider becoming advisors. Many are relieved to find out that the advisor role is quite different from that of counselor and social worker, who have very specialized training. Advisors will have ten to twenty advisees over a year or more, as compared to a school counselor with several hundred students on her or his caseload. Thus, advisors are often the first person to notice that an advisee needs counseling, and they may monitor a given situation over time. They should not, however, be expected to provide psychological or crisis counseling.

How are advisors different from friends?

Students consistently reported that they were less interested in having an advisor be their friend than having someone who believed in them and could support them. Several students specifically described advisors as insincere when they try to act like a peer. Though the role of advisor is less formal than that of teacher, it is, nonetheless, a professional role.

What will be the advisor's role related to academics?

Minimally, most advisors are expected to meet with students to review grades and set goals. Many advisors are responsible for monitoring their advisees' progress and, when necessary, making referrals for counseling, tutoring, or other

services. Some advisors are expected to teach study or test-taking skills, guide course selection, and make suggestions to teachers as to how to reach a particular student. When advisory includes enough time, advisors can very effectively help students develop portfolios and practice making presentations.

In some schools, advisors distribute report cards and progress reports. In other schools, teachers send progress reports to an advisor, who reads them, looking for patterns, challenges, and accomplishments, sometimes writing a summary progress report that goes to parents/guardians. In any of these cases, will it be teachers' responsibilities to keep advisors informed, vice versa, or both?

What will be the advisor's role related to post-secondary and career counseling?

Advisors can be assigned to teach, or to encourage practice of, interview skills. They can encourage post-secondary and/or career exploration. In some schools, counselors take the lead on post-secondary and career counseling, with advisors playing a hosting and coaching role. Of course, any of these duties can be time consuming, so it will be important to make sure that this piece of the puzzle is in sync with the advisory schedule.

What will be the advisor's role related to discipline?

Some schools have found that directly involving advisors in disciplinary matters has a detrimental effect on the advisor-advisee relationships. In those cases, advisors are often involved behind the scenes as coaches. In other schools, advisors are more directly involved, accompanying an advisee to a disciplinary hearing or monitoring a behavior plan.

What is the advisor's role related to involvement in extracurricular activities?

Most advisors help their students become informed about extracurricular activities, encourage them to participate, and celebrate their accomplishments.

ROLES AND RESPONSIBILITIES

How will the content of your advisory program be delivered and how will it help advisors and advisees meet the stated purpose(s)?				
Design Option (people, size, time, space)	**Description of Process or Structure**	**+ Advantages - Disadvantages to Meeting Stated Purpose(s)**	**+ Areas of Support - Areas of Opposition**	**Consensus Reached**
Duration of Advisor-Advisee Relationship				
Advisee Role and Responsi-bilities				
Advisor Role and Responsi-bilities				
Parent Involvement				
Community Involvement				
Frequency of Advisory Meetings				
Length of Advisory Meetings				
Individual vs. Group Meetings				

3. SCHEDULE

SCHEDULING

Implementing an effective Teachers As Advisors program requires some adjustment of the school schedule to provide the time advisors need to spend with their students. There are several options:

- Allocate time for advisement and other activities daily. Some schools have set aside a period that is typically about 30 minutes each day as an advisement period. This time can also be used as an extra-help period for those who need it or as a study time for others. Using this approach, the advisor can usually talk one-on-one with each advisee at least once a week, assuring that there is ongoing close contact. With such frequent meetings, problems can be caught early and appropriate interventions provided. Some schools that still have a homeroom period assign students to their advisors for homeroom and use this time as the advisement period. The daily advisement period is especially important in grade nine for at least the first nine weeks. That intensive time is crucial during the initial transition time to high school.

- Schedule time for advisement and other activities weekly. Another popular approach is to adjust the schedule so that at least a half-hour block can be used for advisement. Some school also use this period for club activities, but that approach is not without problems. Students who need the support provided by an advisement period either get excluded from club activities or end up not seeking the extra support they need. Many schools that have tried to combine the two eventually decide to separate these activities. If this period can be kept primarily for advisement activities, the advisor has time to meet with at least half of the advisees weekly and the larger block provides more time for tutorial activities and gives students extra time to work on in-depth projects or enrichment activities.

- Set aside time monthly or twice monthly to offer an advisement session. Some schools schedule a block of time only once a month during which faculty are expected to present a series of advisement sessions. This approach does not provide the same amount of time for one-on-one advisement that a daily or weekly period offers, but may be the only option that some schedules can accommodate. In such cases, schools should allocate time immediately after report cards or progress reports are sent home for the advisors to meet with students to discuss progress and to determine which students will require extra help.

Regardless of the schedule a school selects, there must be planned activities for each advisement session. Lack of a formal structure will result in ineffective advisement and dissatisfaction among students and staff; it may ultimately destroy the advisement program.

SCHEDULING

How will the content of your advisory program be delivered and how will it help advisors and advisees meet the stated purpose(s)?				
Design Option (people, size, time, space)	**Description of Process or Structure**	**+ Advantages - Disadvantages to Meeting Stated Purpose(s)**	**+ Areas of Support - Areas of Opposition**	**Consensus Reached**
Master Schedule Considera-tions				
Where Will Advisories Meet?				
Personali-zation of Advisory Space				
Sharing of Advisory Space				

4. STUDENT GROUPS

HOW ARE STUDENTS AND ADVISORS PAIRED?

Many schools elect to have the same advisor stay with the same group of students each year until graduation. For example, the students' freshman advisor moves up with them and becomes the sophomore advisor, and so on, throughout high school. Likewise, in middle school, the grade six advisors would remain with the same student through eighth grade. This works well when the school is phasing in its Teachers As Advisors Program. In year two, a second group of volunteers can be paired with the incoming freshman class or sixth grade and the first group of advisors moves up with their advisees. Keeping an advisor with students in the same class also works best for delivering guidance lessons that are typically grade specific.

The unique circumstances at each school must be given careful consideration in determining how to pair students and advisors. Another option used in schools that have established freshman academies, is to use academy teachers as the freshman advisors and then in the sophomore year, assign students a new advisor who then stays with them throughout the rest of high school. A few schools have chosen to have students change advisors each year, but that approach does not appear to foster bonding of students and advisors to the same degree as an approach that maintains continuity over several years.

There are a variety of ways students can be paired with an advisor:

- Alphabetically within the appropriate class. (This facilitates distribution of test scores and other student material.)
- ESL Students paired with a staff member who speaks their native language, when possible.
- Based on similar career interests. (Teachers can be asked to select two career clusters; students can be given the same survey – students matched accordingly.)
- IEP students - Students with individualized education plans can usually be accommodated in regular groups. IEP teachers may want these students in their own group since the IEP resource or special needs teacher will meet with these parent many times throughout the year.

ORGANIZING PROGRAM CONTENT

How will the content of your advisory program be delivered and how will it help advisors and advisees meet the stated purpose(s)?			
Routines	**+ Advantages - Disadvantages to Meeting Stated Purpose(s)**	**+ Areas of Support - Areas of Opposition**	**Consensus Reached**
Home Room			
Set Class Time			
Journal Writing			
Student Responsibility Block (SRB)			
Varying Schedule			
Other			

STUDENT GROUPS

How will the content of your advisory program be delivered and how will it help advisors and advisees meet the stated purpose(s)?				
Design Option (people, size, time, space)	**Description of Process or Structure**	**+ Advantages - Disadvantages to Meeting Stated Purpose(s)**	**+ Areas of Support - Areas of Opposition**	**Consensus Reached**
Advisor-Advisee Ratio				
Who Will Be Advisors				
Other Supportive Roles				
Co-facilitation				
Demographic Criteria for Sorting Advisories				
Specific Criteria for Matching Advisors with Advisees				

5. CURRICULUM FRAMEWORK

CURRICULUM FRAMEWORK

The curriculum for Teachers As Advisor programs is built around identified program goals that relate back to the school's mission statement, as well as the results of needs assessments and surveys. It is based on grade level expectations and put into a scope and sequence that is seamless from grade level to grade level. Following are some areas to consider when designing the curriculum for your program.

The curriculum content should:

- Be based on teacher and student input
- Be based on guidance and counseling standards
- Address the specific needs of school and community, such as:
    - Social / communication / positive interpersonal relationships
    - Respect for self and others / good citizenship
    - Accepting responsibility for education and actions
    - Develop group, team, and school spirit
    - Academic monitoring / assistance/motivation
    - Study, test-taking, and note-taking skills instruction
    - Self-esteem activities / self-awareness growth
    - Appreciating talents, health, and potential
    - Understanding and making commitments
    - Decision making / coping skills / problem solving
    - Career education / guidance / future planning
    - Setting and obtaining goals / organizing tools
    - Intramural activities / community service projects
    - School issues and concerns / adjustments
    - Substance abuse / current adolescent issues, i.e. bullying

ADVISORY PROGRAM CONTENT – CONTINUUM EXERCISE

1. **Teachers As Advisors program content should be tailored to meet the needs of students and the school.**

Strongly agree _____ Strongly disagree

2. **Teachers As Advisors program content should be organized around specific questions, themes, or skills.**

Strongly agree _____ Strongly disagree

3. **Teachers As Advisors program content should include routines that are common among all advisory groups.**

Strongly agree _____ Strongly disagree

4. **Teachers As Advisors program content should be designed by members of the school community, drawing upon a variety of pre-packaged resources.**

Strongly agree _____ Strongly disagree

5. **Teachers As Advisors program content should be explicit and consistent across all advisory groups in the school community.**

Strongly agree _____ Strongly disagree

6. **Advisors should have the flexibility to adapt advisory program content based on the knowledge they have of their advisees.**

Strongly agree _____ Strongly disagree

ORGANIZING PROGRAM CONTENT

How will the content of your advisory program be delivered and how will it help advisors and advisees meet the stated purpose(s)?			
Organizing Principles	**+ Advantages - Disadvantages to Meeting Stated Purpose(s)**	**+ Areas of Support - Areas of Opposition**	**Consensus Reached**
Needs-Based			
Theme-Based or Topic-Based			
Skill-Based			
Linked with Other Programs			
Grade Level			
Other			

ORGANIZING PROGRAM CONTENT

How will the content of your advisory program be delivered and how will it help advisors and advisees meet the stated purpose(s)?			
Consistency versus Variation	**+ Advantages - Disadvantages to Meeting Stated Purpose(s)**	**+ Areas of Support - Areas of Opposition**	**Consensus Reached**
Explicit Program Content: Pre-packaged			
Explicit Program Content: Designed by Members of the School Community			
Program Content Guide or Handbook from Which Advisors Can Select Activities			
Advisors Create Their Own Activities Based on Organizing Principle for Content			

ORGANIZING PROGRAM CONTENT

How will the content of your advisory program be delivered and how will it help advisors and advisees meet the stated purpose(s)?			
Content Idea	**Connection to Program Purpose**	**Addresses Students' Needs in What Ways?** **Reflects the Needs of the School Community in What Ways?**	**Will Improve Student Achievement and Promote Equity in What Ways?**

TEACHERS AS ADVISORS CURRICULUM MAP

(Duplicate as needed.)

Grade _____	**Academic Development # of Sessions:** ____		**Career Development # of Sessions:** ____		**Personal-Social Development # of Sessions:** ____	
	Lesson	**Standards**	**Lesson**	**Standards**	**Lesson**	**Standards**
Theme _____						

Grade _____	**Academic Development # of Sessions:** ____		**Career Development # of Sessions:** ____		**Personal-Social Development # of Sessions:** ____	
	Lesson	**Standards**	**Lesson**	**Standards**	**Lesson**	**Standards**
Theme _____						

CURRICULUM FRAMEWORK
GRADE LEVEL EXPECTATIONS AND LESSON TOPICS

Use the following Framework as your guide in putting together a program that best meets the needs of your school.

Grade Level	Academic Development	Rating 1 Least 3 Most
6	Adapting to the increased academic expectations of grades 6 through 12 (study skills, organizational skills, note taking). Use of learning tools and resources (how to find information, how to assess one's learning style, how to see extra help, how to utilize media and technology resources, etc.). Assessment of academic strengths and areas of needed improvement. Communication with parents regarding the ongoing academic progress of their child (include phone calls, personal contacts, mailings, website information, media, etc.).	
7	Assessment of academic strengths and weaknesses and development of strategies to address area(s) of weakness as well as areas of strength. Knowledge of and gaining access to high-level coursework. Identification of academically at-risk students. Placement in programs linking students to post-secondary options. Communication with parents regarding the ongoing academic progress of their child (include phone calls, personal contacts, mailings, website information, media, etc.).	

Grade Level	Academic Development	Rating 1 Least 3 Most
8	Overarching priority: To educate parents and prepare students to choose challenging courses for ninth grade; to develop a five-year plan that includes four years of high school and, at minimum, one year of post-secondary education/training. Orientation to high school standards, coursework, and expectations (including advanced research, increased homework expectations, becoming an independent learner, etc.). Instruction on academic planning and how it relates to other facets of school life (course prerequisites, eligibility for extracurricular activities, etc.). Communication with parents regarding the ongoing academic progress of their child (including phone calls, personal contacts, mailings, website information, media, etc.).	
9	Overarching priority: Assure that all students are aware of high school requirements and provide a tool for them to document and monitor those requirements (courses required and units earned, assessments required and passed, etc.). Advisement on high school coursework necessary for each student for admission to his or her chosen post-secondary institution and/or career. Encouragement of students to attend all opportunities for extra help (include information on all areas for which extra help is available). Communication with parents regarding the ongoing academic progress of their child (including phone calls, personal contacts, mailings, website information, media, etc.).	

Grade Level	Academic Development	Rating 1 Least 3 Most
10	Overarching priority: Documentation and monitoring requirements for graduation (courses required and units earned, assessments required and passed, etc.). Monitoring of students' progress in the high school coursework necessary to prepare them for admission to their selected post-secondary institution and/or career choice. Encouragement of students to attend all opportunities for extra help (Include information on all areas for which extra help is available). Communication with parents regarding the ongoing academic progress of their child (including phone calls, personal contacts, mailings, website information, media, etc.).	
11	Overarching priority: Provide "checks" to document and monitor the requirements for graduation (courses required, units earned, assessments required and passed, etc.). Evaluate each student's progress on the high school coursework necessary to prepare them for admission to their chosen post-secondary institution and/or career choice. Encouragement of students to attend all opportunities for extra help (include information on all areas for which extra help is available). Encourage students to continue with challenging courses to avoid the senior slump. Communication with parents regarding the ongoing academic progress of their child (including phone calls, personal contacts, mailings, website information, media, etc.).	
12	Evaluate each student's transcript to prepare for graduation and admission to the post-secondary institution of his/her choice. Communication with parents regarding the ongoing academic progress of their child (including phone calls, personal contacts, mailings, website information, media, etc.).	

Grade Level	Career Development	Rating 1 Worst 3 Best
6	Introduction to the sixteen career clusters. Development of a career-development glossary (interest-aptitude, etc.). Awareness of knowledge, skills, and training required for various career clusters/pathways.	
7	Assessment of interests and aptitudes for potential career options. Sharing of these assessment results with parents and students for inclusion in the development of a high school to post-secondary plan/personal learning plan. Explore career clusters/pathways.	
8	Prepare students to participate in school-wide projects, etc., to infuse real-world experiences into core academic and elective courses. Participate in a career fair with a follow-up activity or project. Assessment of interests and aptitudes for potential career options. Sharing of these assessment results with parents and students for inclusion in the development of a high school to post-secondary plan/personal learning plan. Explore how career clusters/pathways relate to personal interests.	

Grade Level	Career Development	Rating 1 Worst 3 Best
9	Explore current trends in skills and attributes that employers are seeking in specific career fields. Participate in activities that encourage and foster the development of teamwork and collaborative problem solving (continuation and enhancement of the school-wide project, perhaps joint projects for freshmen, sophomores, etc.). Exploration of the relationship between personal skills and attributes, education and training, and the world of work. Utilize career clusters/pathways to explore SD career assessment results.	
10	Identify the skills and attributes that employers seek for specific careers. Have students assess their current skills and attributes and those needed for future employment. Identify the gaps between the two and determine what they need to accomplish to reach their goals. Participate in activities that encourage and foster the development of teamwork and collaborative problem solving (continuation and enhancement of the school-wide project, perhaps joint projects for freshmen, sophomores, etc.). Investigation of career clusters and pathways.	
11	Familiarize students with internship, apprenticeship, and dual enrollment opportunities to prepare them for a smooth transition between high school and post-secondary experiences. Educate students to use resources when attending post-secondary fairs and campus visits. Introduce financial aid opportunities. Educate students on post-secondary terminology and opportunities beyond high school. Utilize career clusters/pathways to explore post-secondary options.	

Grade Level	Career Development	Rating 1 Worst 3 Best
12	Familiarize students with internship, apprenticeship, and dual enrollment opportunities. Educate students to use resources when attending post-secondary fairs and campus visits. Provide information on financial aid opportunities and resources. Utilize career clusters/pathways to plan post-secondary options. Educate students on post-secondary terminology and opportunities beyond high school.	

Grade Level	Personal-Social Development	Rating 1 Worst 3 Best
6	Reinforcement of interpersonal skills that demonstrate respect for self, others, and the learning environment. Discussion of basic living skills for teens. Introduction to leadership development (actions/consequences, goal-setting, decision making, problem solving, etc.)	
7	Reinforcement activities for appropriate interpersonal skills (self-control, cooperative behavior, communication, etc.). Demonstration and practice of basic living skills for teens. Provide opportunities to display leadership skills in the classroom, the school, and community-at-large.	
8	Prepare for the increased social/peer demands of high school (include topics such as male/female relationships, more advanced problem solving and conflict resolution, tolerance of others, individual rights and responsibilities, etc.).	
9	Guidance in relation to the changing personal and social roles of high school students (how to make friends, decision making skills, etc.). Modeling, teaching, and creating activities that allow students opportunities to demonstrate pro-social behaviors such as empathy, tolerance, respect, etc. Development of leadership skills for all students.	
10	Modeling, teaching, and creating activities that allow students opportunities to demonstrate pro-social behaviors such as empathy tolerance, respect, etc. Development of leadership skills in all students. Encourage community service for individual students through social studies classes, etc.	

Grade Level	Personal-Social Development	Rating 1 Worst 3 Best
11	Continue to model, teach, and create activities that allow students opportunities to demonstrate pro-social behaviors such as empathy, tolerance, respect, etc. Create opportunities for all upperclassmen to display leadership skills. Encourage community service for all students through curricular and/or extra-curricular means.	
12	Have community leaders who demonstrate pro-social behaviors such as empathy, tolerance, respect, etc., be guest speakers. Create opportunities for all upperclassmen to display leadership skills. Encourage community service for all students through curricular and/or extra-curricular means.	

6. EVALUATION

EVALUATION

Evaluation is the key to the success of any Teachers As Advisors program. Adjustments can be made based on the feedback given. In addition, positive evaluations and words of praise provide valuable data to support the program. It is a good idea to establish an evaluation committee, giving them responsibility for developing evaluation instruments, compiling data, and sharing results. The program evaluation should include:

- An annual survey of students to determine the benefits they received (paper survey or a focus group).
- A parent survey completed at the time of annual conferences.
- An annual teacher survey to gather information about successes of the program and suggestions for improvement.
- A reporting of progress on identified outcomes showing a decrease in dropouts, greater skill development, completion of portfolios, or an increase in achievement scores.

All evaluation data should be tabulated and shared with the administration, faculty, parents, and school board.

Questions to ask when evaluating the success of the program.

- Have the objectives of the school's teacher-advisor program been met?
- Have the needs identified by our needs assessment been met?
- Would a new needs assessment be appropriate at this point?
- Does the program need revision?
- How can we improve our program?

Included in this section are examples of tools to use for program evaluation.

ADVISORY PROGRAM ASSESSMENT
GENERAL MEASURES OF SCHOOL CLIMATE

Outcome to Be Measured	Pre-Implementation	Post-Implementation
Student satisfaction with the program		
Advisor satisfaction with the program		
Parent satisfaction with the program		
Student attendance		
Advisor attendance		
Student transfers		
Advisor transfers		
Incidents of vandalism		
Number of discipline problems		
Truancy		
Dropout Rate		
Referrals to other sources (counselors, health clinics, tutoring, etc.)		
Advisor skill development		
% of students passing all of their courses		
GPAs		
Standardized test scores		
Post-secondary plans		
Progress on Personal Learning Plans		

TEACHERS AS ADVISORS PROGRAM
STUDENT EVALUATION – SAMPLE 1

Please respond to each item by circling the appropriate answer.

Overall, I believe the Teachers As Advisors Program sessions were a positive experience.
Yes No

I feel there should be more sessions.
Yes No

I feel that the sessions should be longer.
Yes No

I feel comfortable in Teachers As Advisors Program sessions.
Yes No

I feel that this program is valuable and helpful to my future.
Yes No

What session(s) was the most useful to you? Why?

_____
_____
_____
_____

How do you feel we could make the sessions better?

_____
_____
_____
_____

Do you have any ideas for future activities?

_____
_____
_____
_____

Are there any activities you felt were not helpful and should be dropped?

_____
_____
_____
_____

Thank you!

EVALUATION FORM: STUDENT FEEDBACK – SAMPLE 2

Please answer the following questions. Circle the response that reflects your thoughts on the following statements:

1. The meetings have been helpful to me.

   Yes No

2. I learned some things that I think will be valuable in the near future.

   Yes No

3. I would rate the experience overall:

   Very Good Somewhat Good Not Good

4. If you were to make one suggestion on how to improve the quality of the Teachers As Advisors program, what would it be?

5. What educational topics would be useful to you for next year's program? Examples: calculating GPA, credit check, etc.

Teachers As Advisors, Oklahoma

TEACHERS AS ADVISORS PROGRAM
PARENT EVALUATION FORM – SAMPLE 1

In order for us to be better prepared each year to meet with parents of incoming students, we would like for you to take a minute to tell us what you think. Please complete this evaluation.

1. Do you feel that the parent/academic advisor conference was beneficial for you and your child?

   Very Beneficial Not Beneficial
   5 4 3 2 1

2. If you did not feel it was beneficial, please tell us what we need to change. (please use back if necessary)

_____
_____
_____

3. Do you believe the Teachers As Advisors sessions were a positive experience for your student?

   Very Positive Not Positive
   5 4 3 2 1

4. Do you feel the Teachers As Advisors program is a valuable tool for your student?

   Very Valuable Not Valuable
   5 4 3 2 1

5. Has having the Teachers As Advisors program made you and your student more aware of future planning?

   Very Aware Not Aware
   5 4 3 2 1

6. Do you have suggestions to help encourage more parent involvement?

_____
_____
_____

Additional Comments (please use back if necessary):

_____
_____

Thank you!

PARENT/GUARDIAN FEEDBACK FORM – SAMPLE 2

Dear Parent/Guardian,

Please take a moment to answer the questions below about your child's advisor. Your input is valuable to us as we evaluate the teacher-advisor program. You do not need to note your child's name, but please share the name of the advisor. Thank you.

Advisor _____

Observation	Yes	No	Comments
1. Do you feel you can contact your child's advisor with any questions or concerns you have?			
2. Do you feel your child's advisor has kept you informed of your child's academic progress?			
3. Do you feel your child's advisor has kept you informed of other issues related to your child's school experience?			
4. Have you been invited to participate in the advisory process with your child by his/her advisor?			
5. Do you feel comfortable sharing information about your child that may impact his/her school experience?			
6. Do you feel your child has developed a beneficial relationship with his/her advisor?			
7. Do you feel your child's advisor is serving as his/her advocate in the school?			
8. Do you feel your child's advisor sufficiently monitors his/her academic progress and advises your child and you accordingly?			
9. Do you feel your child's advisor satisfactorily guides the advisory group toward meeting the stated purpose of the program?			
10. Other comments.			

TEACHERS AS ADVISORS PROGRAM
TEACHER FEEDBACK FORM

1. What went well with the Teachers As Advisors program?

2. What specific changes can be made to improve the program?

3. What went well with the Teachers As Advisors student/parent conference?

4. Would you be willing to serve as a member of the planning committee for next year? If yes, please include your name, phone and/or email address on this survey.

5. What session(s) seemed to work best?

6. What session(s) did you feel was not helpful to students and should be dropped?

7. Do you have any ideas for future activities?

Thank you!

LEADERSHIP TEAM ASSESSMENT

Complete first by individual leadership team members and then debrief among the entire group.

Please answer each question with Rarely, Often, or Always and give comments when necessary.

Assessment Criteria

1. The leadership team meets regularly to discuss advisory issues.

2. All leadership team members are present at advisory meetings.

3. The leadership team identifies student and school needs to be served by the advisory program.

4. The leadership team ensures sufficient planning is undertaken before implementing the advisory program or introducing new elements to it.

5. The leadership team provides advisors with training, resources, and other support.

6. The leadership team seeks to build consensus about advisory program decisions, facilitating discussions among all members of the school community (students, parents, faculty and staff).

7. The leadership team ensures adequate time is given to advisory activities.

8. The leadership team gathers evidence that attests to the advisory program's effectiveness, including both quantitative and qualitative measures.

9. The leadership team regularly considers how organizational design impacts the degree to which program purposes are met.

10. The leadership team reviews advisory program content and its relevance to the program purpose.

11. The leadership team actively seeks feedback about the advisory program and is open to suggestions from the school community.

TEACHERS AS ADVISORS RUBRIC

Developed by Career and Support Services Team
Oklahoma Department of Career and Technology Education

This rubric is designed to assist in rating the current implementation status of your school's Teachers As Advisors program. This self-rating tool will assist school personnel in setting systematic goals. It can highlight at what level your program is being implemented, and it can serve as a benchmarking tool for improvement. Please mark all responses that apply for each statement that has been implemented at your school. Add the number of check marks in each area.

Describe your primary responsibility: (choose only one)

(a) Superintendent
(b) High School Principal
(c) Middle School Principal
(d) Assistant Superintendent
(e) Assistant Principal
(f) Academic Teacher
(g) Elective Teacher
(h) Career/Technical Teacher
(i) School Guidance Counselor
(j) Other: _____

Planning Process

A. Administrative support:

____ Administrative leaders work in concert with teachers.
____ Review/discuss the teacher as "advisor" role during teacher evaluation.
____ Review teacher expectations during the hiring process.
____ Appoint a Teachers As Advisors (TAA) program coordinator.
____ Organize and work with a planning committee that includes parents, students, faculty, and other stakeholders.
____ Approve established goals and a plan of action.
____ Market the program name/logo.
____ Foster communication among parents, teachers, counselors, and students about the program.
____ Provide via technology or onsite opportunities to tour or observe model TAA school programs.
____ Provide Teachers As Advisors orientation for staff.
____ Actively participate as an advisor to a group of students.
____ Develop a school master schedule that allocates time for advisement activities.

____ **Total of 12 points possible for Section A**

Set Calendar

B. Yearly calendar schedule:

_____ Establish planning committee meeting times.
_____ Target staff training dates.
_____ Schedule regular student advisory meeting sessions, exercising care to minimize the impact on a single class period.
_____ Schedule parent/student conference dates/times.
_____ Conduct enrollment utilizing TAA process and available resources.

_____ **Total of 5 points possible for Section B**

Curriculum

C. Curriculum Development and Implementation: (to be addressed by planning committee and administrator)

_____ Develop and administer a student advisory needs assessment.
_____ Identify or develop grade-level materials for program use.
_____ Prepare lessons/advisor outline guide.
_____ Copy materials for use by advisors.
_____ Identify categories to be incorporated into the development of student portfolios.

Suggested lessons include, but are not limited to: (Please check lessons being utilized. Each checkmark counts one-half (.5) point toward total.)

_____ Develop a Program of Study to identify course selection.
_____ Interpret interest inventories/academic assessments.
_____ Create a resume writing lesson.
_____ Demonstrate employability skills.
_____ Improve study skills.
_____ Explore lifelong learning options.
_____ Figure grade point average (GPA).
_____ Address high school graduation requirements.
_____ Develop a portfolio related to future goals.
_____ Utilize the United States Department of Education (USDE) 16 Career Clusters (www.careerclusters.org) to explore potential career opportunities.
_____ Other _____

_____ **Total of 11 points possible for Section C**

Advisor Time With Students

D. Student Advisement:

____ Work with a career cluster or single grade peer groups for one to four years as a unit.
____ Meet with small equitably distributed groups of students.
____ Meet a minimum of six to ten times per year.
____ Meet with advisory group for a minimum of 30 to 45 minutes.
____ Provide a senior seminar to address grade-specific needs.

____ **Total of 5 points possible for Section D**

Teacher Training

E. Teacher Involvement:

____ Train staff on Teachers As Advisors (TAA) topics prior to advisor/advisee time.
____ Establish peer mentors for new advisors.
____ Train substitutes, new staff, and support staff on the use of TAA materials.
____ Train advisors with school counselor's assistance prior to sessions. (Planning Committee responsibility)
____ Provide advisors inquiry-only access to advisees' records regarding attendance, grades, discipline, etc., on a "need-to-know" basis.

Teacher training includes, but is not limited to: (Please check training opportunities being offered. Each checkmark counts one-half (.5) point toward total.)

____ TAA program purposes, curriculum, and benefits.
____ Advisor responsibilities/duties for "quality".
____ Orientation to career and technical education programs.
____ Articulation/cooperative agreements.
____ Completion of enrollment forms/personal data.
____ Sequence of core class selection.
____ Academic progress, attendance, and future plans.
____ Enrollment forms.
____ Personal Learning Plans for students.
____ Assessment interpretation (interest inventories, ACT, etc.).
____ Career clusters/pathways.
____ High school graduation requirements and NCA requirements.
____ Post-secondary entrance requirements.
____ Other _____

____ **Total of 10 points possible for Section E**

Parent / Student / Advisor Conference

F. Parent Participation:

____ Increase parental attendance at conferences and their involvement in the enrollment process.
____ Provide a course description booklet.
____ Provide information booths (e.g., yearbook, PTA, student organizations, military, post-secondary education, etc.).
____ Update students' Personal Learning Plan at least annually.

Observed benefits at your school: (Please check measurable benefits observed at your school. Each checkmark counts one-half (.5) point toward total.)

____ Increased parental participation/attendance (75% or above).
____ Improved course scheduling.
____ Decreased schedule changes.
____ Increased faculty ownership of student success.
____ Increased time for counselors to focus on counseling.
____ Increased student participation in enrollment with parents as a part of the team.
____ Increased knowledge of educational opportunities.
____ Improved understanding of graduation requirements/college entrance requirements.
____ Increased enrollment in math and science.
____ Greater number of students with a career plan/focus on higher achievement.
____ Increased number of partners (i.e., business, colleges, etc.).
____ Higher Grade Point Averages.

____ **Total of 10 points possible for Section F**

Marketing

G. Community and Parental Public Relations:

____ Provide a letter to inform parents of program purposes and meeting dates.
____ Maintain contact with parents regarding student progress and TAA activities.
____ Publish a newsletter (bi-annual, annual, quarterly, etc.).
____ Report to the community on a regular basis about the program and its results (TV, radio, etc.).

____ **Total of 4 points possible for Section G**

Evaluation

H. Program Evaluation and Improvement:

____ Parents evaluate conference/enrollment time.
____ Students evaluate advisor time and conference/enrollment time.
____ Teachers evaluate advisor time and conference/enrollment time.
____ Advisory committee compiles, reviews, and share program evaluation results.
____ Program adjustments are made prior to the next school year's sessions.

____ **Total of 5 points possible for Section H**

____ **Total for All Sections A-H**

Teachers As Advisors, Oklahoma

Add one (1) bonus point if additional lessons are listed after "Other" in Section C and one (1) bonus point if additional training topics are listed after "Other" in Section E.

ADVANCED (Majority of criteria checked in each section)	**PROFICIENT** (Minimum of 3 criteria checked in each section)	**BASIC** (Minimum of 2 criteria checked in each section)	**DEVELOPING** (Must have at least 1 criterion checked in each section)	**NOT YET ESTABLISHED** (No criteria checked in one or more sections)
56 – 66 Points	41 – 55 Points	26 – 40 Points	11 – 25 Points	0 – 10 Points

Advanced Your TAA program is well established. Continue to review and self-evaluate after every session and make required adjustments as needed to continue to help students be successful.

Proficient Your TAA program has engaged the majority of your school's staff, students, and parents. The TAA activities are varied and supportive of students' goals. Continue to challenge yourselves to find additional ways to provide students the opportunity to develop skills they need for future success.

Basic Your TAA program is meeting the standard. Continue to meet on a regular basis with your advisory committee, encourage staff participation, and seek feedback from students and parents to help make progress in what you're doing.

Developing Your TAA program is in the development stage. You most likely have been working hard to develop a program in which everyone is actively involved. You feel frustration because not everyone views it as their job to assist students in planning for their future. Continue to seek administrative support, train staff on a regular basis, and seek community assistance.

Not Yet Established Seek assistance because your TAA program may need improvement or you have not worked to develop and implement a TAA program yet.

Teachers As Advisors, Oklahoma

IMPLEMENTATION PLANNING GUIDE

STEP 4: EARLY USE

	Task	Response	Person(s) Responsible	Completion Date
1	How will we provide feedback to advisors as they begin implementing the Teachers As Advisors program?			
2	How will we provide encouragement to advisors as they begin implementing the Teachers As Advisors program?			
3	What resistance do you think you'll encounter as you provide feedback for your advisors?			
4	How will you address that resistance? Who will do this? By when?			
5	What individuals do you need to talk to individually for permission or to bring them on board? Who will talk to them? By when?			

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IMPLEMENTATION PLANNING GUIDE

STEP 4: ROUTINE USE

	Task	Response	Person(s) Responsible	Completion Date
1	Collect follow-up student achievement data			
2	Collect follow-up student choice data			
3	Collect follow-up student indicator mastery data			
4	Who will analyze this data and make recommendations for program adjustments? Who will coordinate this effort? By when?			
5	What resistance do you think you'll encounter as you collect and analyze your follow-up data?			
6	How will you address that resistance? Who will do this? By when?			
7	What individuals do you need to talk to individually for permission or to bring them on board? Who will talk to them? By when?			

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7. PROFESSIONAL DEVELOPMENT

PROFESSIONAL DEVELOPMENT

The success or failure of the Teachers As Advisors Program ultimately rests with how well advisors are trained. Failure to adequately prepare advisors for their new role is the primary reason programs do not succeed.

The following list notes the essential knowledge advisors must have. Other items can be added to this list, depending on the unique requirements of each school, but these items are "musts". All advisors should know and understand:

- How to read a student transcript
- School graduation requirements, including required courses and options
- Specific course requirements for each of the three South Dakota graduation pathways
- Course offerings as outlined in the course guidebook (chairs of each department can be enlisted to review the offerings in their areas)
- How to design a six-year Personal Learning Plan
- Difference between college-preparatory, honors, and Advanced Placement courses
- Opportunities students have to earn post-secondary credit while in high school: articulated credit, AP credit, dual enrollment, joint enrollment
- Post-secondary opportunities and entrance requirements for area technical institutes, colleges, and universities
- Military opportunities, special-purpose school opportunities, state-registered apprenticeship opportunities, and industry-sponsored training opportunities
- School-sanctioned work programs (such as Youth Internships) that enable students to connect on-the-job experiences to their school work
- State scholarship opportunities including the SD Opportunity Scholarship program
- How students can access career information
- Basic information about each of their advisees, including ethnic background, socio-economic status, grades, test results, school attendance, and previous disciplinary actions
- How to talk with parents about their children's current status, how they can best be prepared for the future, and how parents can help (including goal setting, time management, and study skills)
- How to conduct a successful advisement session
- How to deliver the advisory curriculum
- How to have a conversation with parents and students about what they <u>don't</u> want to be doing two years after high school

- How to talk with parents from poverty:
  - All parents from all ethnic groups and social classes from all parts of the country and all walks of life want their children to do well. Educators need to understand the culture and values of poverty in order to effectively engage parents in their child's educational planning and progress. (Being in poverty is rarely about a lack of intelligence or ability.)
  - Make parents feel welcome. The school building may not be the best place to meet with these parents. Many have had negative experiences with school and may not trust school staff. The school must reach out to build trust and respect.
  - Educators need to establish a conversational tone at parent and student conferences. Teachers may want to cut through the conversation and get right to the point. However, parents need to feel the school cares and one way to exhibit that caring is through casual discourse.
  - Discussions may need to begin with a question. The question can lead parents to list things they don't want to happen for their child. The conversation can then begin to focus on helping them understand what their child needs to do at school to be successful.

Ruby Payne, *Poverty: A Framework for Understanding and Working with Students and Adults from Poverty,* 1995.

IMPLEMENTATION OF AN ADVISOR-ADVISEE PROGRAM PLANNING GUIDE

Task	Answer	Person(s)	Completion Date
1. Who will determine what professional development is needed?			
2. Who will complete the professional development summary?			
3. What resistance do you think you'll encounter as you implement professional development for your Teachers As Advisors program?			
4. How will you address that resistance? Who will do this? By when?			
5. What individuals do you need to talk to individually for permission or to bring them on board? Who will talk to them? By when?			

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PROFESSIONAL DEVELOPMENT

How will the content of your advisory program be delivered and how will it help advisors and advisees meet the stated purpose(s)?				
Design Option (professional development and support)	**Description of Process or Structure**	**+ Advantages - Disadvantages to Meeting Stated Purpose(s)**	**+ Areas of Support - Areas of Opposition**	**Consensus Reached**
Scheduled Professional Time Dedicated to an Advisory Program				
Configura-tions for Training and Support				
Identification of Training and Support Needs				
Initial and Ongoing Training (what, by whom, how)				
Resources Needed by Advisors				
New Advisor Support				

PROFESSIONAL DEVELOPMENT

How will the content of your advisory program be delivered and how will it help advisors and advisees meet the stated purpose(s)?				
Design Option (professional development and support)	**Description of Process or Structure**	**+ Advantages - Disadvantages to Meeting Stated Purpose(s)**	**+ Areas of Support - Areas of Opposition**	**Consensus Reached**
Struggling Advisor Support				
Observation and Assessment of Advisors				
Master Contract Considera-tions				
Budget Considera-tions				
Other				

FACILITATION TIPS FOR BUILDING AND MAINTAINING GROUP COHESION

No matter what the focus of your advisory program—career development, academic coaching, interpersonal skills, or any other focus—the students in the group will need to feel comfortable with each other. Some basic tips for encouraging and sustaining a sense of community are listed. It is crucial that this kind of group development happen before dealing with tough or sensitive topics. For many more suggestions, see the next article, *Facilitation Tips for Discussing Tough Topics*.

Further, some of the significant learning available through advisory will be about group membership and group dynamics. Advisory can be a lab for understanding how people initiate and develop a sense of community, how they join and leave groups, and how they lead or dominate, participate or distract. The tips below offer many strategies for group development, feedback, reflection, and debriefing practices. The formats and several activities encourage this aspect of advisory as well.

- **Spend time in the first few sessions making absolutely sure that students know each other's names.** Build from exercises that are easy and safe (name games, group bingo-types games, sharing summer stories) to exercises that encourage more bonding (peer interviews, sharing stories of family culture and heritage, compiling hopes and goals for the year). Everyone wants to be known and feel welcome, so the initial too-cool-to-play attitude usually subsides quickly. If the group has 15 or more students, these experiences will be especially important for curtailing cliques and isolation.

- **Encourage students to assist each other at the beginning of and throughout the year.** Attend to basic needs, such as knowing where the bathrooms and cafeteria are for students who are new to the school. Assign buddies to help students find classes and get over the first awkward lunches. Advisees can be homework partners, study buddies, or peer reviewers.

- **Have the group identify a few guidelines or agreements for how they want to interact.** "What guidelines will promote the most comfortable atmosphere in our advisory group?" Another approach is "Describe a group or team in which you participated that met everyone's needs and functioned really well. How did the members treat each other? What were their norms? What should our norms be?" Also, talk about who is responsible for maintaining the agreements. Do not let the group name you, the advisor, as the sole enforcer. Advisory is the students' community; these are their agreements. Establishing in the first few weeks that they want to be treated with respect, for example, and what that looks and sounds like, will prevent some challenging behaviors and

give you and the students a mutually agreed upon guideline to talk about. When referring to the agreements, don't treat them like institutional rules, as in, "You've broken our rule about respect. Please live up to it." Refer to the value of the group. "Wow, that comment didn't sound respectful to me. Do you want to change your wording? Should we alter the agreement? How do others feel about it?"

- **Expect your advisory group to go through typical stages of group development**—forming, storming, norming, and performing—and avoid blaming statements when storming begins. Small and large groups go through these stages; friendships and full faculties do as well, sometimes gracefully, sometimes clumsily, sometimes hurtfully. Brief descriptions of the stages may help you recognize them, and the facilitation tips will help you get through these stages more productively. During "forming," group members are eager and optimistic, though not necessarily feeling committed or open yet. The group enters "storming" when people vie for leadership or reveal differing perspectives or abilities. During "norming," the group readjusts its tasks and roles and (re) commits to improved norms. Finally, in "performing," the group members balance each other's strengths and weaknesses and work toward a common goal.

- **Comfort and familiarity develop more easily in small groups than large ones, and rarely develop within the timing of one simple exercise.** Start the year with various activities and tasks to be done in pairs or small groups. Have each small group work together on a few tasks, and have students work with different partners for the next few tasks. Continue the pattern.

- **Picking partners for activities can create awkward moments for advisees.** Early in the year, and as needed, use techniques for assigning partners, rather than having students choose. Formats such as concentric circles give students quick introductions to each other in a non-intimidating way. Use partner-matching techniques, especially if you suspect that race, class, gender, clique, or other differences will likely limit advisees' easy interaction with each other. Such techniques can include matching candy, birthday month, middle initial, or playing cards.

- **Advisory groups need some playful moments.** Groups that bond well, like friendships, do a mix of serious and light activities, always with respect, gradually building a sense of community.

- **Set specific habits for small-group work.** For example, have students greet their partners, sort out the task, include everyone, and then reflect on whether everyone was welcomed, included, and participated. Even brief reflections or feedback, such as two ways the group worked well together and one way to improve, will help. Peer pressure used positively can have an impact on participation and attitude.

- **Establish positive habits for small- and large-group work, making those habits routine, not just for a particularly challenging activity or the least productive group.** Implementing inclusion expectations, reflection, feedback, and debriefing practices frequently in the first several weeks and intermittently thereafter establishes expectations and prevents many problems. When difficulties do arise, students will have more practice at how to understand and communicate about group interactions.

- **Groups benefit from debriefing in depth, with more specific reflection questions after some activities.** To what extent did everyone participate? Did the group accomplish its task? Did anybody have ideas that were ignored? How did ignoring their ideas impact the group? Did anybody try to lead the group's task? In what ways did that leadership help or not? Did anyone try to withdraw? What was the effect of that behavior? Can each person explain the group's process and result? What could each person have done to improve the group's functioning? What could the group try next time to be more effective?

- **Establish some rituals so students encourage and celebrate each other's accomplishments.** The rituals can include giving energizing fruit and munchies to the 10th graders about to take the state assessments, or offering a group cheer to the 11th graders after their PSATs or the actors and musicians in a recent play. Some advisory groups note birthdays—another way to celebrate every member.

- **Identify personal goals for group participation.** Using a reflection journal and advisor-advisee conferencing, advisees can set goals for what they personally hope to gain from advisory and identify how they need to participate to achieve those goals.

- **Encourage students to help choose and lead activities, individually or in pairs.** Coach them ahead of time so they are not set up for embarrassment.

- **If new students join your advisory group during the year, take the time to invite them into advisory rituals and projects explicitly.** Use new exercises, letting everyone feel a bit shaky and unprepared again.

- **If a student leaves your advisory group, or becomes ill for an extended time, note the loss or absence with a send-off, gift, card, visit, or other supportive gesture.** As a group bonds, the loss or absence of a group member decreases the sense of cohesion. If it goes unnoted, it can feel like a secret that cannot be discussed.

- **Check on the group agreements, habits, and rituals and make adjustments at the second and third month of school and again midyear.** Discussing how the group operates need not occur only when there is a problem; make it a normal topic. "We've had these agreements and practices for a month. Are there any we could improve or need to add? Are we operating at our best?" Cohesion and a sense of ownership support each other.

- **Use questions that build on group members' specific, positive, and direct experience.** The questions you ask powerfully shape the conversation that follows. You can promote guilt, blame, and resistance, or commitment, understanding, and openness by the questions that frame an upcoming topic. The question, "What problems have we been having as a group?" asks everyone to focus on the negative and point fingers at each other. Who would want to be part of that group after such a discussion?! The question, "How does a fabulous group operate?" is positive, but abstract. Advisees could name norms without believing they had in the past, or could in the future, live up to them. "In what recent experiences (discussions, projects, tasks) have we been at our best? How did we act toward each other? How can we do more of that?" These questions build from experiences that were successful, concrete, and personal; they encourage optimism about the group and belief in one's own efficacy. They are energizing rather than depleting. Apply this principal to dialogues, class meetings, and even individual conferencing.

- **Reflect the dynamics of the group back to the group for consideration in order to model and encourage conscious participation.** Ask the advisory group questions about its own behavior and style. These questions help them articulate their own group dynamics, and give them responsibility for describing the dynamic they want. "We seem stuck. Does it seem like that to you?" "I think about half the group has spoken. Is that enough?" With the last question, advisees have to say, "No, I want to hear from Tara and Carlos," rather than the advisor having to say it.

- **Watch for advisees who dominate, distract, rebel, or withdraw.** Reach out to them privately to find out how they perceive the group and their own role in it, what they need from the group, and offer feedback.

- **Encourage full and reasonably equal participation.** This includes watching for discussion patterns that get in a rut, advisees who are excluded, those who frequently accommodate others, and those who always seem to be the leaders or the attention-seekers. Group members operate in relationship to each other. For example, the presence of dominators probably assumes the presence of accommodators, etc. Talk privately with these advisees and their counterbalancers. Ask how they

perceive their role and their effect on others, what they might like to change, and then offer them feedback.

- **Initiate a conversation with the group about challenging dynamics if dominating, withdrawing, unequal participation, or other challenging behavior persists.** Although private interventions will hopefully succeed, the challenging behavior did not just happen to one individual, it happened to the whole group. If one student has been especially difficult, help him/her figure out what to say to the group to get a head start on diffusing some of the tension. "I don't think our group has felt as comfortable or been as effective as we could have been lately. I've spoken with Alex about it. I think he and all of you probably have some important views on what's been happening."

The Advisory Guide

FACILITATION TIPS FOR DISCUSSING TOUGH TOPICS

Tough topics will arise. Maybe it will be about cliques in the advisory group, or a drinking and driving collision involving students, or a national event like a terrorist attack or going to war. Students know what is happening and their concerns can easily show up in their behavior or mood. Advisory is ideal as a forum to clarify information, name emotions, and receive support. If advisors have spent time building a sense of community and establishing positive norms, most of the groundwork will have been laid. Here are a few more specific tips for tough conversations.

- Be available; show that you are paying attention. Particularly during crises, whether they are personal, local, or global, students need to know that adults are available to talk to them and are watching out for them.

- Listen to students and invite their thoughts. When students are concerned or upset, it is helpful for them to know they are not alone. Feeling a sense of connection is more reassuring than hearing a sophisticated analysis.

- Encourage students to generate an array of questions and consider different perspectives. If complex events are handled as if they are simple, they can quickly lead to polarized debates.

- Facilitate the group so that it models the reassuring community that students are sensing has been shaken. Many techniques can help, such as:

    - Go-rounds, so that everyone, not just the loudest voices, can speak if they so choose;

    - Wait time between speakers or maybe even paper for jotting down thoughts, so more students will be able to contribute ideas, and those ideas will be clearer; and

    - A talking stick or other object (if students are nervous speaking publicly, holding something can help).

- Quickly intervene or defuse verbal attacking. Students who already feel anxious about a recent occurrence might express things strongly, but it won't do them or their peers any good if those strong expressions are personal.

- Check specifically with students who are quiet or acting in uncharacteristic ways. Some students will seek you out if they need to talk; others need proactive encouragement.

- As an advisor, you are a support, not necessarily an expert. Use the group as a resource; they can compare perceptions and find information. The advisory coordinators can supply a list of information or referral resources.

- Reflect on your own views and beliefs, and consider to what extent those are appropriate to contribute to the conversation. What is most important is showing students that you are listening, not lecturing.

The Advisory Guide

8. STUDENT-LED CONFERENCES

STUDENT CONFERENCES

Why and when should a student/parent/advisor conference be held?

Perhaps the most critical activity carried out by advisors is the annual conference with parents and student. Schools have adopted a wide variety of approaches for how the conferences are conducted. Here are some general guidelines.

The ideal time of year for the conferences is in the late winter or spring around the time that students traditionally make course selections for the coming year. Some schools plan a single event held over several afternoons and evening hours. Others have decided to hold conferences on a Saturday followed by a day off on Monday to make up for the time teachers are asked to work on the weekend. Another option is to leave it up to each advisor to schedule appointments at the mutual convenience of the advisor and each family. In this case, the conferences must span a week or two. Conference may be held at school or away from school.

What should be covered in the parent/student/advisor conferences?

A common outline of items to be covered in the conference, such as the list below, can be most helpful for advisors.

- Make introductions (if this is the first meeting).
- Review the student's academic profile (which includes test scores and samples of student work).
- Review the student's performance in each course.
- Review the student's goals to determine if these have changed. In the initial meeting, goals will need to be established.
- Review the courses that are recommended for the student for the next year. Remember, the academic courses that prepare students for college are also the best course to prepare students for work.
- Review, if possible, the student career portfolio and/or Personal Learning Plan. This review can open many avenues for conversation between the student and parents.
- Discuss recommended courses and future implications.
- Discuss work-based learning opportunities, extracurricular activities, and extra-help activities that support the goals established in the student's plan.
- At the end of the conference, have parents complete an evaluation.

The parent-teacher conference may also be a good time to cover the evaluations with the student, parent, and teacher.

LETTER TO SEND TO PARENTS - SAMPLE

Date

Dear _____

Parent-teacher conferences will be conducted at school on (day of the week), (month) (day) and on (day of the week), (month) (day) (year). We have set aside the hours from (time) to (time) on (day of the week) and from (time) to (time) on (day of the week) for conferences.

Student success is greatly enhanced when parents "team up" with teachers and become part of the student's decision-making process. I hope you will be able to attend!

Our school now has a Teachers As Advisors Program. I am your child's advisor and will meet with you and your student each time we have parent-teacher conferences until your child graduates. I also meet each month, or as needed, with your child to discuss career planning, academic achievements, communication, self-concept, decision making, and problem solving techniques.

The time scheduled for your conference is (time). We will meet in (location). I will have your child's report card for you. Enrollment information will be sent home with your child prior to the conferences to give you time to look over our course offerings. Other teachers may have times available if you wish to visit with them while you are on campus. Counselors will also be available for any questions you may have.

If this time is not convenient, please indicate the time you will be able to come. If you have any questions, please feel free to call me at (phone number) during the hours of (times).

Sincerely,

Teacher Advisor

Please respond below:

Student's Name _____

Parent's Name _____

_____ I will attend at the scheduled time.
_____ I would prefer the following date and time: _____
_____ I will not be able to attend.

Parent's Signature _____

EVALUATION FORM: TEACHER FEEDBACK

1. What went well with the conferences?

2. What specific changes can be made to improve the program?

3. What can be done to improve the training for the advisors?

4. Would you be willing to serve on the committee for next year? If yes, please give your name to a member of the committee.

5. Other comments (please use the back if necessary):

Please put this sheet in the box in the principal's office by _____ .

Teachers As Advisors, Oklahoma

EVALUATION FORM:
PARENT CONFERENCE EVALUATION

In order for us to be better prepared each year to meet with the parents of our students, we would like for you to take a minute to tell us what you think. Please complete this evaluation and leave it in the box labeled “Evaluation Forms” in the front lobby as you leave. THANK YOU!!!

1. Do you feel that the parent/academic advisor conference was beneficial for you and your child?

   Beneficial Not Beneficial

2. If you did not feel it was beneficial, please tell us what we need to change.

_____

_____

_____

3. Did scheduled appointments make it more convenient for you to attend?

   Yes No

Comments: _____

_____

_____

4. Were you provided with adequate information to begin preparing a Personal Learning Plan for your child?

   Yes No

5. If not, please let us know what additional information you need.

_____

_____

Additional Comments: _____

_____

_____

Teachers As Advisors, Oklahoma

STUDENT/PARENT CONFERENCES
TIME SHEET – SAMPLE

Name: _____

Estimated time spent making telephone calls: _____

How much time did YOU spend in preparation for the conferences? _____

Total amount of time spent (calling, preparation): _____

How many conferences did you schedule? _____ How many were held? _____

How many conferences (if any) were rescheduled for a later date? _____

	Student	Conference Scheduled?	Who Came? (Parent/Student)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Teachers As Advisors, Oklahoma

9. LINKING TEACHERS AS ADVISORS WITH OTHER PROGRAMS

LINKING TEACHERS AS ADVISORS TO OTHER PROGRAMS

Has your design team investigated how Teachers As Advisors (TAA) fits with the student based programs and services already existing within your school?

To what extent are there mentoring programs, peer tutoring, youth leadership opportunities, or career exploration? Advisory could be where these efforts are initiated, or supported if they already exist.

Has your design team investigated how can you include other programs such as Career Clusters, Guidance Central or Senior Projects into your Teachers As Advisors program?

How can Career Clusters be implemented into your program? Teachers can use this time to inform students of the 16 clusters/pathways and to let students explore which areas they might fit into. Also, during advisory time teachers can help students in planning their five-year plans to match the clusters/pathways that suit them.

Guidance Central can be a useful tool for lesson plans, portfolios, exploration and much more. If you have the technical abilities within your school district, this program can be a great addition to your program.

There are numerous ways to include Senior Projects into the advisory program. Examples include:

- The TAA teacher could be the faculty advisor for his/her group.
- TAA time would be allowed for student journaling, checking timelines, practicing presentations, reviewing the “yes” checklist for the research paper, etc.
- Allowing advisory time to work on Senior Projects.

Has your design team investigated how advisory fits with courses?

To what extent are there communication skills classes (maybe in English) or adolescent issue discussions (maybe in health education)? Is there a role for advisory in these areas or would it overlap with other classes?

TEACHERS AS ADVISORS AND CAREER GUIDANCE

With the focus at the state and national levels calling for educational reform initiatives to raise academic standards, add course requirements, require competency testing, and otherwise upgrade the quality of our schools, little attention had been given to the need for improved guidance and advisement services. Yet effective learning can take place only within a supportive environment of which developmental guidance is a crucial component.

When students have problems, they turn to those whom they trust and know the best and whom they think can help the most. Surveys have shown that the adults to whom students of all ages are most likely to turn, after their parents, are teachers. A Teachers As Advisors program is one very effective way to directly involve teachers in developmental guidance that fosters informed career decision-making.

Informed and considered career decisions are the product of a career development process that includes:

- Exploring possible career clusters/pathways.
- Reviewing available information.
- Clarifying interests, values, and skills through assessment.
- Reflecting upon experiences.
- Relating education and training options to occupational goals.
- Experimenting through job shadowing, youth internships, volunteering, or employment.
- Mentoring with knowledgeable people in the field of interest.
- Formulating and adapting a program of study.
- Applying the career development process throughout their lives.

A recent study conducted by America's Career Resource Network Association (ACRNA) has shown that informed and considered career decisions result in significant educational outcomes. Their findings are summarized below.

Improved Education Achievement

- Students in secondary school career development programs had higher test scores on the ACT exam, enrolled in significantly more Advanced Placement classes, and were more likely to enroll in early graduation scholarship.
- Students who have awareness of the career relatedness of education are more likely to engage and achieve in school.
- Students in systemic advisement programs have improved attitudes toward education and better grades.
- Academic planning counseling (advisement programs) leads to increased academic efficacy and motivation.

Improved Preparation and Participation in Post-secondary Education
Several factors influence post-secondary participation:

- Preparing academically through a rigorous program of advanced coursework.
- Having intentions for higher levels of education.
- Having expectation that one can achieve at higher levels of education.
- Participating in a career planning process that articulates goals, steps, and benchmarks.
- Receiving supportive guidance.
- Having post-secondary information about institutions, majors, financial aid, the college application process, and support services available.
- Getting good grades.
- Being satisfied with the school experience.

The process that leads to informed and considered career decisions addresses these factors with the following results:

- Career education has positive effects on student intentions for and participation in higher education.
- School-To-Work participants were well prepared for college and the world of work and just as likely to attend college as comparable students.
- Having an individual career plan (Personal Learning Plan) is associated with better grades, participation in more academically rigorous curricula, and a greater likelihood of expecting to complete four or more years of post-secondary education.
- Students in schools with highly implemented comprehensive guidance programs:
    - Take more advanced courses.
    - Female students tend to take more advanced mathematics and science courses.
    - Report better grades and higher satisfaction with school.
    - Had fewer career decision-making difficulties and increased their sense of personal direction.

Better articulation among levels of education and between education and work.

- Middle school students who receive career interventions before entering high school are better able to make effective educational decisions in course specificity, sequencing, and appropriateness for post-secondary education.
- Career planning interventions have a positive effect on students' career development/career plans.
- Career services are instrumental for students to make adaptive transitions between school and work.

Shorter time to graduation

- Students who take college career courses execute fewer course withdrawals and take fewer courses in order to graduate.
- Career academy graduates were less likely to need remedial coursework and more likely to receive their bachelor's degrees than other graduates.

Higher graduation and retention rates

- Comprehensive and developmental career guidance and counseling can decrease the dropout rate and improve the attendance rate.
- Well-implemented career academies lead to improved attendance and graduations, as well as higher GPAs.
- Students who make informed and considered career decisions are more likely to graduate from high school and to succeed in post-secondary education.

The Educational, Social and Economic Value of Informed and Considered Career Decisions, America's Career Resource Network Association, Fall 2003

CAREER CLUSTERS BACKGROUND

The U.S. Department of Education, working with numerous education and business partners, has designated 16 different career clusters. These 16 broad career clusters will help students focus on an area of interest and enhance the link between the knowledge they acquire in school and the skills they need to pursue their career.

The models of each of these broad career clusters show the core knowledge and skills needed for the cluster as well as the career pathways that each include. They are an excellent resource as students identify an area of interest and begin to chart their future. Beginning with their high school academic courses and their current career and technical program, certain skill sets are being added to your students' portfolio. It is imperative to help students understand that education today is a life-long process, and by creating a personal learning plan, career goals are attainable. For more information concerning career clusters, visit www.careerclusters.org. For additional resources or implementation strategies, visit www.okcareertech.org/iis and click on career clusters.

The 16 Career Clusters are:

- Agriculture, Foods and Natural Resources
- Architecture and Construction
- Arts, A/V Technology and Communications
- Business Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Sciences
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections and Security
- Manufacturing
- Marketing, Sales and Service
- Science, Technology, Engineering and Math
- Transportation, Distribution and Logistics

Assist your students in choosing the most appropriate career cluster. The career opportunities within these clusters range from entry-level positions to professional degrees. Many career and technical education programs will have an appropriate fit with one or more of the pathways. For example, whether a student is interested in Health Science Technology, Health Careers Certification, Practical Nursing, or a Respiratory Therapy program, each of these would align with the Health Science Career Cluster model. Some career and technical programs or courses could have an alignment with more than one cluster; for example, some students currently enrolled in a Business Information Technology

Education (BITE) program could have options within the Arts, A/V Technology and Communications Cluster, the Business Management and Administration Cluster, or the Information Technology Cluster. The key is to use the career cluster that best fits with an individual student's career goals!

Each career cluster model identifies common cluster knowledge and skills. These knowledge and skills cut across each pathway found within the career cluster. All sixteen clusters use common core cluster knowledge and skill headings, but the actual knowledge and skill statement, as well as the performance elements and measurement criteria, are unique to that particular cluster. The major headings within each cluster are Academic Foundation; Communication, Problem Solving and Critical Thinking; Information Technology Applications; Systems; Safety, Health, and Environment; Leadership and Teamwork; Ethics and Legal Responsibilities; Employability and Career Development; and Technical Skills.

The next level within the model identifies the career pathways designated within the cluster. For example, the Health Science Cluster has five different pathways: Therapeutic Services; Diagnostic Services; Health Informatics; Support Services; and Biotechnology Research and Development. Within each of these pathways are multiple occupations.

Career Cluster Model

Sample Career Specialties / Occupations		
	PATHWAYS	
Cluster Knowledge and Skills * Academic Foundation * Communications * Problem Solving and Critical Thinking * Information Technology Applications * Systems * Safety, Health, and Environment * Leadership and Teamwork * Ethics and Legal Responsibilities * Employability and Career Development * Technical Skills		

Remember, as students progress through the cluster model (i.e., their education and training), the core cluster knowledge and skills reach across all pathways within the cluster and coursework. Training and degree programs will become more focused as students choose a pathway and finally an occupation. Students need to understand their ability to move from occupation to occupation or to a different pathway within the cluster model, but they also need to realize that mobility could require additional technical training, an apprenticeship, or completion of a degree.

Traditionally, we haven't always approached preparation for a career field in this broad approach. We have thought in terms of a specific occupational program or a specific occupation. In today's world, it is very important for students to understand the broader concept of a career cluster. It is also very important for them to understand that the foundation, knowledge, and skills that they learn will help them transition to several different career pathways and multiple occupations within that pathway. The addition of skill sets and other forms of

education will help students transition from entry-level careers up the career ladder.

Career clusters bring additional benefits to career and technical education programs, such as the latest knowledge and skills, a tool for curriculum alignment, and meeting regional demands. In addition, the model of foundation skills is recognized nationally and supports certification and degree advancement.

Teachers As Advisors, Oklahoma

ALIGNING CAREER AND TECHNICAL EDUCATION PROGRAMS / COURSES

The National Career Cluster project has given us a framework of knowledge and skills to align curriculum within career clusters and pathways. The opportunity to coordinate with instructors in your cluster area at multi-districts and technical institutes is critical to ensure that students are not asked to repeat learning.

As you and your peers work on curriculum alignment, you need to identify all the career and technical education (CTE) programs that would serve your particular career cluster or pathway. You also need to consider high school and post-secondary courses (both academic and technical) that would support a student's personal learning plan within their designated career cluster/pathway. Some questions to think about as you begin to align curriculum within your career cluster area could include:

1. What are the career clusters that closely align with your CTE program?
2. Are there other clusters that could be appropriate?
3. After identifying the clusters, which pathways would align most closely with your program?
4. Are there additional CTE programs at your school that would cover additional pathways in your identified clusters? If no, then proceed to question 5.
    a. Do you traditionally work with those instructors when recruiting and training students? Are there ways that you could work together?
    b. Have you aligned your curriculum to see if there are any core skills that you both cover that students would not have to repeat if transitioning from one program to another?
5. Have you mapped options for students?

High Schools

- What core academic courses should be recommended for every high school student interested in a career in your career cluster area?
- Are there elective courses in place that would enhance a program of study for students interested in this career cluster?
- Are there student organizations or activities for students specifically related to this cluster?
- Do students have multiple work-based learning opportunities to experience the related industries?
- Does the school have a program of study with an emphasis for students? Does it include multi-district and post-secondary options?
- Are there classes, programs, or activities that need to be added to the high school schedule?

Technical Institutes

As an instructor of a particular career and technical education (CTE) program or course, you have the responsibility of ensuring that your curriculum is aligned with other programs within your own career cluster/pathway as well as technical education programs and high school academic course offerings. This will look different for various occupational areas. For example, if you are teaching a Health Careers Certification program some of your students may have already completed an anatomy/physiology course during high school. Would you ask them to repeat the learning objectives and competencies or could they move on into your curriculum?

- What current programs are available for high school students that would fall within a particular career cluster? Are there prerequisites for program enrollment?
- Does the technical institute utilize the student's personal learning plan from the high school and help that student strengthen it with suggested high school courses? Are these plans utilized to help students plan for cooperative agreement credits from post-secondary partners?
- Are core knowledge and skills for the cluster covered within CTE programs?
- Is there duplication of curriculum/skills taught within current programs?
- Do high school programs offer students who stay at the technology center and attend full-time adult programs a "fast-track" option or articulated credits for their previous work?
- Have you aligned your curriculum with degree programs where appropriate?
- Are there cooperative agreements for CTE programs with local post-secondary educational institutions?
- If there is more than one technical institute campus, is there an expectation of meeting the same curriculum standards in like programs?
- Do CTE program offerings meet the workforce needs of the community or region to ensure a prepared workforce?

Colleges and Universities

- What current career cluster degree programs are available for potential students?
- Do you currently have recruitment strategies for students who have been in high school and/or multi-district programs? (i.e., preference points, scholarships, college "health careers" day, etc.)
- Have you determined degree programs that could give articulated credit or other fast-track options for students?
- Is there duplication of curriculum/skills taught in multi-district programs and post-secondary degree programs that students could get credit for and not repeat learning?

- Do the current degree programs meet the workforce needs of the community or region to ensure an adequately educated/trained workforce?
- What strategies could be implemented to work with local high schools and multi-district centers to ensure that students are prepared to enter programs immediately after high school graduation?

Teachers As Advisors, Oklahoma

JOB SHADOWING PLAN

ACTION PLAN	TIMELINE	RESPONSIBLE PARTY
Before Job Shadow Activity		
Select a Job Shadow Coordinator.		
Have students select a career of their choice based on interests or use of interest inventories.		
Determine appropriate date and time of event.		
Determine students' grade level, number of participants.		
Determine which class will allow students to share their experience.		
Identify clear objectives for business and students.		
Develop questions for students to explore.		
Identify interested business: • Coordinator sends letters of interest and confirmation letter. • Or students contact business and send letter.		
Coordinate Acknowledgment Form		
Prepare, copy, and distribute: • Student Checklist • Application for Job Shadow • Teacher Permission Slip • Student's Contract • Student Confirmation Letter • Parent Permission Slip • Verification of Student Attendance • Appointment/Phone Script • Observation Form		

• Business and Student Handbooks • Before You Job Shadow • Example of Student Thank-You Letter		
Prepare evaluation forms: • Business • Students		
Coordinate with local newspaper.		
Day Before Job Shadowing		
Prepare and distribute Job Shadowing Packet for each student: • Name tag • Observation form • Evaluation form		
After Job Shadowing		
Send out student thank-you letters.		
Tabulate evaluations: • Business • Students		
Students sign up for oral presentations in predetermined class.		

Teachers As Advisors, Oklahoma

JOB SHADOWING: STUDENT CHECKLIST

Before Job Shadow:

1. Have **Teacher Permission Slip** signed by your teachers. This makes you eligible to participate in the Job Shadow.
2. Sign the **Student Contract** on the back of the **Teacher Permission Slip**.
3. Have your **Parent Permission Slip** signed. Return signed Parent Permission Slip to the Coordinator's office in Room _____ by _____.
4. Call to **confirm your job shadow appointment**, using the phone in _____ office. (Use the **Phone Script**.)

Day of Job Shadow:

1. Show up on time! If you are sick or having a problem, call _____ at _____ and inform them of your problem.
2. **Make sure you have a pen and your Job Shadow Packet**, which will contain the following items:

Your name tag	Paper for notes
Your list of questions	Student Evaluation Form

3. When you arrive, introduce yourself and ask for the person you will be shadowing. Introduce yourself to your host; shake his/her hand and politely ask for a business card. This will help you later if you forget your host's name and also when you write your thank-you note.
4. Ask questions that you may think of as you shadow the employee. He/she will appreciate your interest and will also know what part of their job interests you.
5. Listen carefully and observe.
6. Relax and enjoy yourself. This may seem hard because you are in an environment very different from school and it might seem intimidating. But remember, everyone who is being shadowed today has volunteered to do this because they want you to be there.
7. When it is time to leave, thank your host and make sure that they have received an evaluation form to mail in.

After Job Shadow:

1. For homework, write a **thank-you letter** to your host. Have your teacher edit/correct it.
2. Complete an observation form on your shadowing experience and be prepared to share your experience with other students.

Most of all, have fun!
This is an opportunity for you to explore the world of work.

Teachers As Advisors, Oklahoma

APPLICATION FOR JOB SHADOWING - SAMPLE

Name of Student _____

Teacher _____

Date of Visit _____ Time(s) _____

Job site(s) _____

Job site address _____

Job site contact person/title _____

Occupation to be explored _____

Person/employee to whom the student reports _____

Students must complete one of these forms for each job site they want to shadow.

PARENT/GUARDIAN PERMISSION FORM – SAMPLE

I do/do not (circle one) give permission for _____ to participate in the job shadowing experience described above.

Please check the appropriate responses. I understand it is my responsibility, and agree to:

____ Provide transportation to and from the job site.
____ Assign a trusted adult to provide this transportation.
____ Allow my child to drive his/her car.

____ Provide proof of health or accident insurance. (Health insurance plan/group numbers or copy of insurance card)

I also understand that the student must present proof of a job site visit to be excused from school. I hereby release any and all liability from _____ school and the job site listed above.

Signature of parent/guardian _____

Date _____

Job Site _____ Driver's Name _____

Teachers As Advisors, Oklahoma

JOB SHADOWING: ACKNOWLEDGMENT FORM

Name of Business _____

Name of person(s) with whom students are shadowing _____

_____

Phone Number _____

Name of student(s) _____

Time period student(s) will meet with you _____ to _____
(Minimum of 4 hours requested)

Please reply by fax, phone, or return mail no later than _____

to _____

JOB SHADOWING: ACKNOWLEDGMENT FORM

Name of Business _____

Name of person(s) with whom students are shadowing _____

_____

Phone Number _____

Name of student(s) _____

Time period student(s) will meet with you _____ to _____
(Minimum of 4 hours requested)

Please reply by fax, phone, or return mail no later than _____

to _____

YOUTH INTERNSHIP PROGRAMS

An internship is an opportunity for a student to spend time with one or more employees at a business, non-profit organization, or government agency. The objective is to provide an opportunity to observe and gain hands-on experience in how businesses and industries work.

By being at the work site, students will get a firsthand perspective of the skills and tasks required on the job. The goal of the internship program is to increase the student's knowledge of workplace skills and receive on-the-job experience. The internship experience is selected based on the student's chosen career cluster/pathway. In addition, it enables the teacher/administrator to communicate to students what skills and knowledge are necessary to enter information technology careers. Internships also help teachers keep their curricula up-to-date.

Internships help students:

- Gain hands-on experience at a local business that builds upon skills learned in the classroom
- Establish a clear connection between education and work
- Develop an understanding of the workplace
- Explore and research a variety of careers
- Develop workplace responsibility and learn about workplace realities
- Establish professional contacts for future employment and mentoring
- Establish positive work habits and attitudes
- Learn technical skills that will be invaluable for future jobs
- Understand what education opportunities are available that will lead to a career in their chosen career pathway

Internships help teachers:

- Keep curriculum up to date through communication with employers
- Make education more relevant and valuable for students
- Access the latest sophisticated equipment
- Acquire information on actual proficiencies required by employers/occupations
- Interact with the business community to procure resources (e.g. knowledge, equipment, software, etc.) to enhance learning

Internships help employers:

- Gain access to an expanded pool of qualified applicants
- Invest early and get hard-to-find people "trained your way"
- Reduce employee training costs
- See future employees in action before hiring them, and hire those who fit your company culture and expectations

- Establish closer working relationships with local schools and educators
- Introduce students to their business and careers available within the company
- Communicate to students how important it is to learn well: how to read, write, speak, listen, calculate, and think when it comes to workplace success
- Be seen as an active and caring part of the community
- Generate positive publicity and public relations for their company
- Help students make better informed educational and career choices
- Build morale among employees by giving them something positive in which to participate
- Influence curricula taught in schools
- Develop new projects with student assistance
- Communicate required job-specific proficiencies to educational personnel

SOUTH DAKOTA CRITERIA
FOR QUALITY YOUTH INTERNSHIP PROGRAMS

Students

1. Students are selected for the Youth Internship Program based on an application process which includes: school attendance and behavior, year in school (junior or senior year), enrollment in career and technical education courses and/or enrollment in a general career or employability course.
2. Student worksite placement should be based on the student's career cluster/pathway selection, career goals, and/or interest and aptitude assessment results.
3. Students will receive one high school credit per 150 classroom and training hours in career and technical education for the Youth Internship experience.
4. Students must be at least 16 years of age and in their junior or senior year of high school.
5. The Youth Internship experience is open to all students. Modifications may need to be made for alternative/special education students.
6. Students will not be placed in worksite situations where they are supervised by or working directly with family members.

Worksite Experience

1. A training agreement signed by the student, parent, school representative and employer is on file.
2. A job description outlining job duties and student learning competencies has been prepared and agreed to by all parties.
3. Student "time on the job" should be a minimum of 90 minutes daily or two class periods if operating under a traditional class schedule.
4. Students must participate in 150 hours of in-class and "on-the-job" experience to receive one high school credit.
5. Students will work as trainees and adhere to the duties specified in the training agreement and job description

Classroom/School Experience

1. A certified teacher provides the classroom learning experience and also serves as the teacher of record for the worksite learning experience.
2. The recommended load per teacher is 15-20 students.
3. It is recommended that the supervising teacher attend state-sponsored training prior to implementing the program.
4. Students must receive training in workplace basics and employability skills before the on-the-job experience.

5. Students should complete a capstone project incorporating the following:
    a. A portfolio. The portfolio should include, but not be limited to the following components: personal reflections, a journal, photos of worksite experiences, evidence of academic and technical skill attainment, and a resume.
    b. An oral presentation. Students should give an oral presentation on their internship experience to include the portfolio as documentation of their experience.
    c. A Senior Project. A Senior Project may be developed based on the Youth Internship. A separate high school credit may be offered.

SENIOR PROJECT OVERVIEW

The Senior Project is a high school capstone experience that requires students to demonstrate not only what they know, but what they can do. States, school districts, and high schools focusing on restructuring, raising high school standards, and actively engaging all Seniors in a challenging and relevant educational process incorporate the Senior Project.

The Senior Project consists of four phases. The first phase includes the preparation of a research paper by each student. The research paper contains a thesis that the writer proves (supports) or disproves through research evidence. A student should carefully consider a possible product before selecting a research topic. Selection of a topic takes considerable thought. The paper exhibits the acquisition of knowledge through researching, writing, interviewing, and synthesizing an application of the real-world skills of time management, organization, self-discipline, persistence, and problem solving.

The second phase includes the creation of a product that is an appropriate and logical extension of the research paper. The product must demonstrate the application of acquired knowledge through a reflective, physical, and/or intellectual stretch. It is recommended that Projects be completed during the school year. However, certain exceptions may be considered. For example, agriculturally related projects may need to begin the summer prior to the Senior year.

The third phase is the portfolio, which includes specific writing throughout the project period. These writings will include reflective and informative journals, business letters, brochure, overviews, and a final Senior Project reflection.

The fourth phase is a presentation before a Senior Project panel with a ten to fifteen minute formal speech on the paper, the project, and personal growth. A question and answer period will follow the presentation. The portfolio will be provided to the panel of judges for review. The Senior Project panel can be composed of teachers, mentors, parents, and community members, preferably with knowledge or background of the project area. The panel and portfolio experiences provide the student with an opportunity to synthesize the paper, project, and self-growth journey using communication skills related to fluency, knowledge depth, listening, explaining, defending, comprehending, and applying real world skills.

Throughout this process, students will benefit greatly from the expertise of a carefully selected project mentor and faculty advisor. They will serve as resources to the student during all phases of the Senior Project.

SENIOR PROJECT – ROLE OF THE FACULTY ADVISOR

All professional staff members (teachers, counselors, and administrators) are available as advisors. Advisors should limit their advisees to no more than five to be able to work effectively with each one.

1. Act as a consultant to the student, providing assistance with selection of the Project topic and final approval of Project scope.
2. Assist and advise the student in the technical portion of the Project.
3. Serve as the liaison with the student and the Mentor. The Mentor should be contacted during the first week of the Project and any other time that may become necessary.
4. Oversee student work in accordance with Project guidelines.
5. Review the rough draft of the research paper and advise the student about needed revisions.
6. Evaluate the final draft of the research paper.
7. Allocate related class time to work with students regarding their Senior Project.
8. Evaluate the product/process according to the Project guidelines.
9. Coach the student in preparation for the oral presentation and verify technical accuracy of the presented materials.
10. Administer an end-of-project student evaluation survey form for the purpose of Project improvement.
11. Serve as the liaison with the Mentor and Senior Project Committee, providing them with information such as individual student abilities and appropriateness of goals and activities.
12. Assist the English teacher with such duties as instructing students about the proper form of the research paper, evaluating documentation pertaining to the Senior Project, reviewing the rough draft of the research paper, evaluating the final draft of the research paper, and coaching students in appropriate methods of giving an oral presentation.

SENIOR PROJECT TIMELINE – SAMPLE

All journeys begin with an important first step. The first step in a Senior Project is to choose a topic that interests you, will be fun to study and is worthwhile. Refer to the chart below and begin planning your Project as outlined.

Activity	Due Date	Date Completed	Comments
Commitment Form			
Student's Signature			
Parent's Signature			
Faculty Advisor's Signature			
Product Mentor's Signature			
Letter of Intent			
Research Paper			
Topic			
Outline			
First Draft			
Revision			
Final Draft			
Product/Process			
Mentor Identified			
Plan Submitted			
Parent Approval			
Cost Analysis Submitted			
Resources Identified			
Procedures Outlined			
Journal/Log			
Portfolio Prepared			
Product/Process Completed			
Oral Presentation			
Speech Outline Submitted			
Note Cards Developed			
Visual Aids Developed			
Portfolio Completed			
Speech/Presentation Practiced			
Follow-up			
Feedback Received			
Thank-you notes			
Portfolio Completed			

SOUTH DAKOTA SCHOLAR PROGRAM

South Dakota Scholars is a program to encourage students to perform at a level that will insure their ability to earn higher salaries and perform successfully in college.

Students participating in the South Dakota Scholar Program will work closely with their school counselor to plan for life after high school. Using the Program of Study, students will evaluate their own career interests and will determine an appropriate career cluster/pathway. Career clusters will help a student determine which classes would be best for them during high school and which classes would best complement the South Dakota Scholar Core Courses. The Program of Study will help the student be ready for "The Next Level" that is work or college.

Taking courses that will lead to better opportunities will ensure that all the time spent in high school will be time well spent.

Studies by the U.S. Department of Education and others show a strong link between the academic intensity of students' high school core courses and post-secondary degree completion.

Research shows that completing a challenging high school program of study can increase wages both for students who enroll in and complete post-secondary education, and for students who enter the workforce directly from high school.

The American Diploma Project interviewed college professors and employers from around the country and found that the skills needed to succeed in freshman-level courses in two- and four-year colleges are the same skills needed for living-wage, entry-level jobs and careers (*Achieve,* June 2006).

Program of Study

South Dakota State Scholars and Regents Scholars must successfully complete these specific core courses:

South Dakota Scholar:	**Regents Diploma:**
4 Credits of Math *	4 Credits Math *
3 Credits of Science **	3 Credits Science **
4 Credits of Social Science ***	4 Credits Social Studies ***
4 Credits of English	4 Credits English
2 Credits of Foreign Language	2 Credits Foreign Language
½ Credit Computers	½ Credit Computers
1 Credit Fine Arts	1 Credit Fine Arts
4 Classes in Career Cluster Interest Areas	22 Total Credits with GPA of B

* Algebra 1, Geometry, algebra 2, and another Advanced Math Class.
** Lab-based Science to include: Biology, Chemistry, and Physics.
*** Geography, World and U.S. History, Economics or Government

www.doe.sd.gov/statescholars

SOUTH DAKOTA HIGH SCHOOL GRADUATION REQUIREMENTS

Adopted by State Board of Education January 2005
Effective Fall 2006
http://www.doe.sd.gov/oatq/gradrequirements/index.asp

STANDARD Graduation Requirements (meets the requirements established for the **basic high school program** under SDCL 13-33-19)		**ADVANCED Graduation Requirements** (meets the requirements established for the **recommended high school program** under SDCL 13-33-19)		**DISTINGUISHED Graduation Requirements** (*) denotes offerings required to meet the South Dakota Opportunities Scholarship	
English/Reading & Communication Arts (1.5 Writing and 1.5 Literature including .5 American Literature and .5 Speech)	4 units	English/Reading & Communication Arts (1.5 Writing and 1.5 Literature including .5 American Literature and .5 Speech)	4 units	English/Reading & Communication Arts (1.5 Writing and 1.5 Literature including .5 American Literature and .5 Speech)	4 units*
Social Studies (1) U.S. History; and (.5) U.S. Government; and (.5) Geography; and (.5) World History	3 units	Social Studies (1) U.S. History; and (.5) U.S. Government; and (.5) Geography; and (.5) World History	3 units	Social Studies (1) U.S. History; and (.5) U.S. Government; and (.5) Geography; and (.5) World History	3 units*
Mathematics (must include Algebra I)	3 units	Mathematics (must include Algebra I, Algebra II, and Geometry)	3 units	Mathematics (must include Algebra I, Algebra II, and Geometry)	4 units*
Science (minimum of 2 units of lab science)	2 units	Science (minimum of 3 units of lab science) (must include Biology and Chemistry or Physics)	3 units	Science (minimum of 3 units of lab science) (must include Biology and Chemistry or Physics)	4 units*
Fine Arts	1 unit	Fine Arts	1 unit	Fine Arts	1 unit*
Health or Physical Education	.5 units	Health or Physical Education	.5 units	Health or Physical Education	.5 units
Economics or Personal Finance	.5 units	Economics or Personal Finance	.5 units	Economics or Personal Finance	.5 units
Required Offerings: students must select any combination of: a. World Language, or b. Computer Studies, or c. Approved Career and Technical Education courses, or d. Mathematics courses in addition to meeting the math requirement above, or e. Science courses in addition to meeting the science requirements above.	2 units	Required Offerings: students must select any combination of: a. World Language, or b. Computer Studies, or c. Approved Career and Technical Education courses, or d. Mathematics courses in addition to meeting the math requirement above, or Science courses in addition to meeting the science requirements above.	2 units	World Language (2 years same Language) Computer Studies	2 units* .5 units*
Electives	6 units	Electives	5 units	Electives	2.5 unit
Total Credits	22 units	Total Credits	22 units	Total Credits	22 units

http://doe.sd.gov/oatq/gradrequirements/docs/grad%20requirements%203tier%20paths.pdf

CAREER PORTFOLIOS

Definition: A lifelong, student-managed collection of accomplishments and progress toward career goals. Development of the portfolio should be supported by the teacher or student services staff. All students are eligible to prepare a portfolio.

Possible Components

Job-Related Skills

- Internships or shadowing experiences
- Documentation of skills demonstrated on the job
- Class projects
- Competency certificates
- Photographs or videos of work/projects
- Instructor or mentor evaluations
- Progress reports

Educational Skills

- Technical skills – documentation of competencies achieved
- Appropriate academic skills
- Transcripts
- Photographs, videos, and artwork of class projects
- Test scores, ACT results, or SAT results
- Writing or research projects

Employability Skills

- Teamwork/interpersonal skills
- Attendance/punctuality
- Initiative/dependability
- Written and verbal communication skills
- Critical thinking and problem-solving skills

Career Development Plan

- Resume
- Letters of application/letters of reference
- Career assessments
- Aptitude, interest, and ability inventories
- Career and educational goals
- Six-year personal learning plan or locally-developed student plan

Activities, Awards, and Volunteer Service

- Leadership activities
- Sports, clubs, hobbies, extracurricular activities
- Awards
- Volunteer or service-learning experiences

Criteria

The Career Portfolio Must Be:

- School-endorsed
- Teacher or student services staff-supported
- Student-managed
- Representative of lifelong learning

Note: The South Dakota Department of Education, Office of Career and Technical Education, provides the Career and Life Planning Portfolio to school districts for $3.00/student. An online version is available free of charge. Contact Steven Rounds at the Department of Education (605-773-7006) for further information.

Teachers As Advisors, Oklahoma

THE PERSONAL LEARNING PLAN

The process of completing a personal learning plan helps students make informed decisions about their educational and future goals. Students learn both how to set goals that fit with their strengths, interests and needs and how to go about reaching them. They focus on their academic achievement and their participation in explorative and educational activities. What they learn in these areas will help them decide on and work toward their post-secondary goals. Students' personal learning plans are completed within the context of their learning more about themselves and the various opportunities in education and employment available to them. Teacher-advisors work with students to help them complete their annual education plans from middle school through high school. School counselors help students with their plans, focusing directly on the transitions from secondary to post-secondary.

During teacher-advisor time the students are introduced to the personal learning plan process and given the materials needed to complete their plan. The plan should be at least a six-year plan and provides the students the opportunity to see their growth and progress over time. Advisors work directly with students to explain and develop the personal learning plans and the educational planning process. They guide students in explorative activities and annually have them complete the following steps:

1. Set goals and a plan for action.
2. Review their progress and revise their plan.
3. Prepare for next year.
4. Do a year-end review.

At the beginning of the year students will work on setting goals for the year and making an action plan which details steps they will take to reach their goals. Throughout the year, they will review their progress and evaluate their situation then if necessary revise their plan. In early spring semester, students will begin the process of preparing for the next school year. They will select courses that will best meet their strengths, interests and goals and that meet both their graduation requirements for high school and their entrance requirements for their post-secondary destination. At the end of the year, they will evaluate how they did following their action plan and successfully meeting their goals. They will also identify what they learned during this process and what they can work on for the next school year.

The focus of planning changes from year to year, as does the needs of students as they progress through school. The following outlines an example of what to work on in teacher-advisor time each year:

Grade 7	Learning to plan
Grade 8	Prepare for high school
Grade 9	Transitioning to high school
Grade 10	Considering post-secondary options
Grade 11	Selection process for post high school
Grade 12	Prepare the transition to post-secondary plan

The process of identifying, planning, reviewing, and revising goals and identifying steps to reach those goals is new to students. Parents, teachers, and other adult role models should encourage students to research their strengths and interests, as well as support the decisions they make. This process becomes more meaningful to students when they can take ownership of it along with the support of teachers, advisors, parents and other members of the school community. The goal is that by grade 12 students are comfortable with the process and should be able to monitor it closely independently with the guidance of the school counselor.

An important component of the personal learning plan process is to help students recognize the relevance of their learning both in school and outside the classroom. From there it is encouraged that they set goals and aspirations related to these experiences. As they grow, experience new opportunities and the world changes they will be able to focus on themselves and review their goals to meet any change or growth they reach personally. Eventually, through a solid base and support, the student will recognize that this is an approach that will serve them well throughout their lives.

Advisors will spend several sessions each year helping students prepare or revise their personal learning plans. They will help them with identifying and developing the learning and planning skills necessary for success in school and to assess their levels of achievement as they set goals. They will also support the process through career exploration activities, extracurricular activities and community involvement activities. Throughout this time the advisor will rely on the assistance of experts within the school and community to help deliver the information.

It is recommended that during the year the personal learning plan is reviewed between the advisor, student and parent. During this time the goals are discussed and parents are required to sign off on the plan.

In South Dakota, as we move forward with development of the personal learning plan, students will be utilizing Guidance Central as a resource. By using this program they will be able to create a portfolio outlining their goals and achievements. They will also be able to use this program to help with career exploration and planning.

Personal Learning Plans will also be aligned to the career clusters that students choose and that lead to the career pathway they are planning to pursue. With this process, students will be able to get advanced skills training in an area of interest before they leave the secondary level. Students will be given a plan of study for the cluster/pathway they are considering based on their goals and skills. This information will help in the planning process of their 6-year plan, which in turn is their Personal Learning Plan.

DEVELOPING A PERSONAL LEARNING PLAN

Preparation

- Gather the following items:
  - Career Clusters information (www.careerclusters.org)
  - PLAN / EXPLORE results
  - SD Career Assessment results
  - Student career folders/portfolios
  - Cluster information, related electives, related technology center programs, and sample jobs
    - These should be developed locally and focus on local offerings.
  - Checklist of graduation requirements and college entrance requirements
  - Personal Learning Plan forms/worksheets
    - Block schedule
    - 6-7 period schedule
    - Trimester schedule

Main Activity

- Make sure students have chosen education and career goals.
- Go over the Personal Learning Plan and its importance. Explain requirements and show them an example of a completed Personal Learning Plan.
  - A sample plan is included in this section.
- Use assessment results to help students with decision making.
- Use transparencies to illustrate the way to fill out a Personal Learning Plan.
  - Fill out what classes a student has already taken.
  - Fill out what they will be taking in the future to achieve their goals.
- Discuss long-range goals, not just what they want to take next year.

Follow-Up

- Provide time for questions and answers.
- Have students do independent research on career interests.
- Provide job shadowing and internship activities.
- Invite various people to speak on their careers.
- Attend or offer a career fair.

Closure/Evaluation

- Advisor will need to view each Personal Learning Plan for completion.

Materials and Supplies

- U.S. Department of Education Career Clusters (found at www.careerclusters.org)
- PLAN / EXPLORE results

- Sample Personal Learning Plan
- Blank Personal Learning Plan Worksheets (Six-seven period, block, and trimester schedules)
- Cluster information related to local courses
- Graduation requirements and college entrance requirements
- Guidance Central information and results

Teachers As Advisors, Oklahoma

CAREER/ACADEMIC PERSONAL LEARNING PLAN

GRADE 9	Course	Credit
	Year-to-Date Total	
	Cumulative Total	

GRADE 10	Course	Credit
	Year-to-Date Total	
	Cumulative Total	

GRADE 11	Course	Credit
	Year-to-Date Total	
	Cumulative Total	

GRADE 12	Course	Credit
	Year-to-Date Total	
	Cumulative Total	

You must have a total of 22 credits to graduate.

BLOCK SCHEDULE – SAMPLE

Block Plan

This plan divides the school day into four 90-minute periods. There are four terms in a semester. For classes that are scheduled for one semester in length (i.e., English), write the class name across all four terms. When a class is scheduled for two terms, write it across two columns. Remember to find another class or classes to fill in the row. See the example below.

Fall				Spring			
Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
English I				Chemistry			
Pottery	Aerobics	Keyboarding	Art Appreciation	Yearbook	Office Assistant	Computer Applications	

Year: Freshman

Fall				Spring				Units
Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	
							Total	

Year: Sophomore

Fall				Spring				Units
Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	
							Total	

Year: Junior*

Fall				Spring				Units
Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	
							Total	

Year: Senior*

Fall				Spring				Units
Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	
							Total	

Post-secondary 1	Post-secondary 2

* Check with your school counselor about cooperative agreements. Many career and technical education courses can lead to articulated credit.

Fall

Student Signature

Parent/Guardian Signature

School Official Signature

Date

Spring

Student Signature

Parent/Guardian Signature

School Official Signature

Date

Teachers As Advisors, Oklahoma

TRIMESTER PLAN OF STUDY – SAMPLE

This time schedule divides the year into three 12-week sections.

Example:

Trimester 1 (60 days)	Trimester 2 (60 days)	Trimester 3 (60 days)
English II	English II	Crafts
Introduction to Computers	Chemistry	Chemistry
Geometry	Geometry	Business Law
Spanish II	Spanish II	Sociology
Family and Consumer Sciences	AP U.S. History	AP U.S. History

Year: Freshman

Trimester 1	Trimester 2	Trimester 3	Units
		Total	

Year: Sophomore

Trimester 1	Trimester 2	Trimester 3	Units
		Total	

Year: Junior*

Trimester 1	Trimester 2	Trimester 3	Units
		Total	

Year: Senior*

Trimester 1	Trimester 2	Trimester 3	Units
		Total	

Post-secondary 1	Post-secondary 2

* Check with your school counselor about cooperative agreements. Many career and technical education courses can lead to articulated credit.

Fall:

Student Signature

Parent/Guardian Signature

School Official Signature

Date

Winter:

Student Signature

Parent/Guardian Signature

School Official Signature

Date

Spring:

Student Signature

Parent/Guardian Signature

School Official Signature

Date

10. RESOURCES

RESOURCES FOR
TEACHERS AS ADVISORS IMPLEMENTATION

The Introduction to How to Design an Advisory System for a Secondary School, by Mark Goldberg (1998). This book provides a comprehensive look at how to investigate and establish an advisory system.

Interpreting PLAN Results

http://www.act.org
- PLAN
- EXPLORE
- EPAS

http://okcareertech.org/guidance/crosswalk.htm
- World of Work Map and US DOE 16 Career Clusters

Career Clusters

http://www.careerclusters.org

http://okcareertech.org/guidance/Career%20Path/okcareertech/student/home.htm
- Select: Career Clusters
- Click on: Requirements and more sources of information; cluster/pathway model knowledge and skills needed.

http://okcareertech.org/guidance/Career%20Path/okcareertech/student/home.htm

http://sde.state.ok.us/home/defaultie.html

http://okcareertech.org/iis/clustericons/ccdindex/CCGroupActivities.htm

http://okcareertech.org/guidance/intinv.htm
- Career Cluster Interest Inventory

http://okcareertech.org/guidance/Career%20Path/okcareertech/student/career_clusters.htm
- Cluster and Pathway Model

http://okcareertech.org/guidance/cc_plans_study.html
- Career Cluster Plans of Study

Developing a Plan of Study

http://okhighered.org/student-center/jrhigh-highscl/courses.shtml
Courses required for college

http://www.ncaaclearinghouse.net/ncaa/NCAA/common/index.html
NCAA Clearinghouse

ACT Information

http://www.act.org

Financial Aid

http://studentaid.ed.gov/students/publications/student_guide/2005-2006/english/index.htm
US DOE Student Guide to Financial Aid

http://www.fafsa.ed.gov
FAFSA

http://www.finaid.org
The Smart Guide to Financial Aid

http://www.finaicialaid.com
Financial Aid 101

http://www.collegesavings.org
College Savings Plan

Scholarships

http://www.fastweb.com

http://apps.collegeboard.com

http://www.scholarships.com

http://www.college-scholarships.com

Work Based Learning

http://www.jobshadow.org

http://www.sreb.org/programs/hstw/worksite/RecruitingEmployerPartners.asp

College and Career Exploration

http://www.state.sd.us

http://www.campustours.com
Virtual college tours

http://www.collegeview.com

http://wwwadventuresInEducation.org

http://www.academicinnovations.com

http://www.myfuture.com

http://www.cweb.com

http://www.pbs.org/jobs/index.html

http://www.militarycareers.com

http://bls.gov/oco

http://www.bridges.com

FREQUENTLY ASKED QUESTIONS

Will teachers support Teachers As Advisors?

In spite of the advantages of a Teachers As Advisors (TAA) program, many teachers are reluctant to support such a program because they are skeptical about its utility or wary of the extra preparation that such a program would involve. If most teachers are to support a TAA program, they must clearly understand and embrace the essential concepts of developmental guidance underlying the program and the curricular goals.

If Teachers As Advisors is to be anything more than a formality, the time commitment needs to be adequate: group meetings of once a month or less are not likely to allow valuable helping relationships between teachers and their advisees to develop, nor do they give teachers the opportunity to establish continuity or consistency. TAA works best when it is scheduled at least once a week, otherwise, teachers tend to view TAA as an added encumbrance, peripheral to their major duties.

Along with an adequate allotment of time, the program must also have Teachers As Advisors curriculum with clearly articulated objectives and with supporting materials and activities that can stimulate student participation. Finally, teachers need to be assured of full support and cooperation from both the administration and the counseling staff, so that they won't feel as if the burden of student advisement has been unfairly shifted to their shoulders. For this reason, TAA should be monitored and evaluated by students, parents, teachers, counselors, and administrators every year to ensure that the program is meeting intended outcomes.

What would a Teachers As Advisors program involve?

Teachers, especially in middle schools and high schools, often feel so overwhelmed with their schedules and responsibilities that they do not have the time to build close personal relationships with their students. To be successful, a Teachers As Advisors program MUST be incorporated as a part of the regular curriculum. One popular approach has been to assign each teacher 15-20 advisees and to arrange regular advisement sessions of 25-30 minutes. The teacher then devotes at least one session per week to developmental guidance activities, during which students can explore personal and social issues, career and educational goals including academic advisement. Teacher-advisors also hold regular student and parent conferences and keep track of their advisee's academic progress, consulting with other teachers, school counselors, and support personnel. In general, the teacher advisor builds and maintains an on-going relationship with the advisee and their parents during their three years at the middle school and four years at the high school.

For staff

Advisor groups are forums to support students in developing the skills and focus that make both teaching and learning more successful. Many teachers wish the students in their academic classes had better communications skills, kept better track of their assignments, knew how to focus their attention, and possessed many other skills that might be referred to as "soft" or "nonacademic." Advisory groups can be a great place to learn and practice these skills.

Further, staff will know and better understand their students, something many teacher wish they had time for.

For parents

The advisor may be parents' first and most consistent contact person with the school. Parents will be able to have conversation with the advisor about their child's overall progress, not just in one class. Many parents are alienated from their child's school and/or feel intimidated when they interact with the school. Having a consistent person to talk to, especially if their child stays with that advisor for multiple years, makes parents' contact with the school easier. The process allows them to be more informed about and supportive of their child.

For the school

Advisories can be used to solicit student input for decisions, to problem-solve, and to set or reset school norms. Many schools involve not just teachers as advisors, but others. When all adults in a school have an advisory group, they share an experience and a commitment to paying personal attention to students. When necessary, advisory groups can be a crucial component of a school's crisis plan.

For students

The benefits of advisories start with being and feeling less anonymous. This will be especially true if the advisor stays together multiple years and/or meets frequently.

Some adolescents have received considerable support and modeling from home about how to "do school." These kids know how to keep a schedule, and someone monitors whether homework gets done, or talks to them about patience. Some kids don't have those advantages. Educators are increasingly aware of achievements gaps between kids in different socio-economic backgrounds, racial and ethnic groups, and English fluency. These educators often see advisory as a way of supporting all students to do their best. Advisors can help students keep a schedule and a homework log, map out steps in a long-term project, notice specific learning and/or emotional challenges for referral, identify pairings for peer tutoring, or just create an atmosphere that encourages and celebrates perseverance.

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BIBLIOGRAPHY

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Career Development Program Manual, 2005

Job Shadowing for Teachers,
www.sreb.org/programs/hstw/worksite/01v50_job_shadowing_for_teachers.pdf

Job Shadowing, www.jobshadow.org

Poverty: A Framework for Understanding and Working with Students and Adults from Poverty, by Ruby Payne, 1995.

Recruiting Employer Partners,
www.sreb.org/programs/hstw/worksite/recruitingemployerpartners.asp

Serving Small Learning Communities Topical Institute Design Team

Small Schools Project, www.smallschoolsproject.org

South Dakota Graduation Requirements,
http://www.doe.sd.gov/oatq/gradrequirements/index.asp

South Dakota High School Graduation Requirements,
http://doe.sd.gov/oatq/gradrequirements/docs/grad%20requirements%203tier%20paths.pdf

South Dakota Senior Project, http://doe.sd.gov/octe/seniorproject/index.asp

South Dakota State Scholars, www.doe.sd.gov/statescholars

South Dakota Teachers As Advisors, http://doe.sd.gov/octe/TAA/index.asp

Teachers As Advisors, Oklahoma

The Advisory Guide

The Educational, Social and Economic Value of Informed and Considered Career Decisions, America's Career Resource Network Association, Fall 2003

The Power of Advisories

The Teacher-Advisor Program – A Guide to Implementation